



Stark Elementary School
Continuous School Improvement Plan (CSIP)
2022-2023



**Stark Elementary School
School Improvement Plan 2022-2023**

School CSIP Team Members

School Members:

Shannon Daniel, Principal
Lucinda Brackett , AP
Julie Castellanos-Akins, Counselor
Kelly Dickerson, PK
Courtney Groover, Kindergarten
Carrie Ann Lyons, 1st Grade
Victoria Murray, 2nd Grade
Sherrie Drake, 3rd Grade
Lauren Zoeckler, 4th
Jennifer Green, 5th
Becky McMurray, SPED
Katie Jenkins, EIP
Brittany Hooker, Specials

Community Members:



**Stark Elementary School
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Comprehensive Needs Assessment: District and School Data Analyzed

• Academics

Students

EOG	3-5	ELA/Math/Science (5)
MAP	K-5	ELA/Math
Acadience	K-3	ELA
ISTEEP	1-5	ELA/Math
HMH	3-5	Reading Lexile
Assesslets	3-5	Writing

Staff

Professional Learning Courses Griffin RESA
TKES Summary Report

• MTSS

Students

Behavior	K-5
Attendance	K-5
Climate Survey	3-5
Career Clusters	K-5
ReThink Ed Survey	3-5
Subgroup Data	K-5

Staff

Attendance
Staff Climate Survey



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SES Data Areas of Strength:

- Academics

PreK in all PALS data exceed Spring norms

iSTEEP

2nd math computation

5th math concepts and application

MAP

Kindergarten above the national percentile in both Reading and Math

1st above the national percentile in Math

Kindergarten (64%) and 2nd (72%) Exceeded Projected Growth in Reading
Third (50%), Fourth (51%), and Fifth (51%) Met Projected Growth in Reading
Kindergarten (78%) and Second (68%) Exceeded Projected Growth in Math
First (53%) Met Projected Growth in Math

EOG Math Scores 3rd (17% level 1) and 4th Grade (28% level 1)

3rd Grade Lexile (67% in Lexile Band or Above)

- MTSS

84% of students with ZERO office referrals

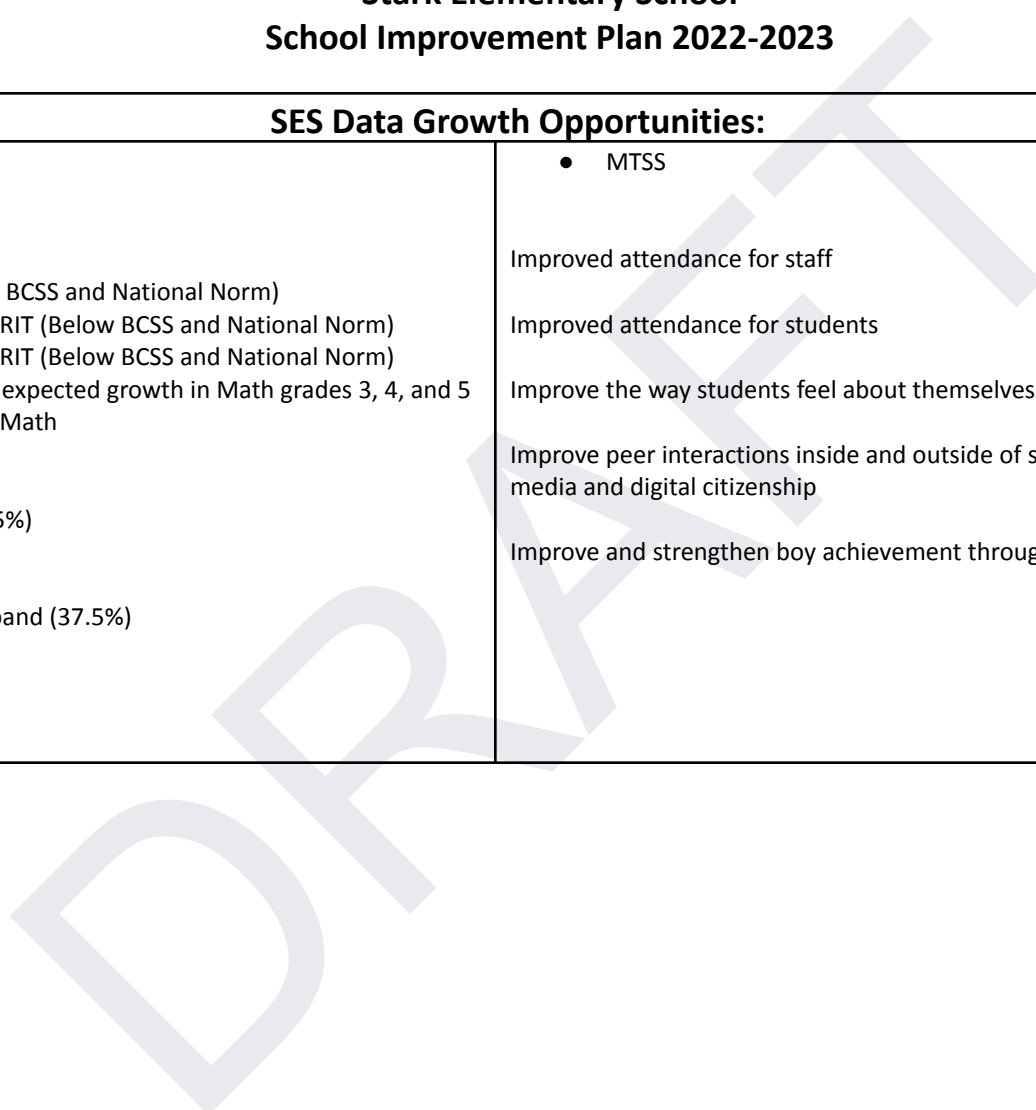
Decrease in the number of office referrals from the last full year (18-19 = 482) to 21-22 = 295)

Decrease in number of boy office referrals



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SES Data Growth Opportunities:	
<ul style="list-style-type: none">Academics <p>MAP 1st grade Reading RIT (Below BCSS and National Norm) 4th grade Reading and Math RIT (Below BCSS and National Norm) 5th grade Reading and Math RIT (Below BCSS and National Norm) Students meeting/exceeding expected growth in Math grades 3, 4, and 5 Boy Achievement in ELA and Math</p> <p>EOG 5th grade math level 1's (46.5%)</p> <p>Lexile 5th grade students in Lexile band (37.5%)</p>	<ul style="list-style-type: none">MTSS <p>Improved attendance for staff</p> <p>Improved attendance for students</p> <p>Improve the way students feel about themselves using ReThink Ed</p> <p>Improve peer interactions inside and outside of school with a focus on social media and digital citizenship</p> <p>Improve and strengthen boy achievement through mentors and clubs</p>





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BCSS Core Commitment and Value:

- We will provide and expand effective growth experiences for all students in the “A.A.A.S” - Academics, Fine Arts, Athletics, and Service.
- We will model and exhibit a spirit of teamwork, professionalism, and collaboration in the quest of continuous improvement on behalf of our students and community.
- We will be responsible stewards of community taxes and resources while putting the needs of students first.

SES Goals:

Goal # 1 - Excellence in Student Achievement and Success

SES Goal Initiative: Implement best practices for instruction that increase student engagement with a formal structure for reflective practices that guide and change instruction.

School Level Goal #1:

60% of students will meet or exceed their expected growth projection in Reading as evidenced by assessment data. This is an increase from 49% in 2021-2022.
50% of students will meet or exceed their expected growth projection in Reading as evidenced by assessment data. This is an increase from 44% in 2021-2022.

Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
<p>Plan: Teachers will continue with a commitment to a vision of shared leadership and participate in weekly collaborative planning and monthly professional learning to increase student engagement (behavioral, cognitive, and emotional engagement) Grade level teams will plan and revise instruction based on student/subgroup needs. Professional learning in planning and implementing differentiation using data.</p>	<p>Teachers Staff Administrators BCSS Instructional Coaches</p>	<p>August to May Weekly and Monthly Meetings Quarterly Task Sheet Update</p>	<p>PPVT, PALS (PK) STEEP (1st) • ORF • Reading Maze • Math Fluency STEEP (2nd-5th) • ORF • Reading Maze • Math Fluency • Math Concepts and Application</p>	<p>Lesson Plans/Atlas Units: Phonics Instruction Knowledge (Atlas)- Vocabulary SRI - Reading Counts Inventories Writing Portfolio - Fall / Spring Independent Extended Learning Lesson Plan (Reading/Math) Writing Samples Math Timed Tests Assesslet Data</p>
<p>Implement: Literacy Focus / L4GA Differentiation based on student needs Scaffolding phonics support in grades K-2 Focus on task and content vocabulary from the standards Increase student Lexile levels by focusing on putting leveled fiction and nonfiction books in students’ hands.</p>	<p>Teachers Staff Administrators BCSS Instructional</p>	<p>August to May</p>	<p>MAP (K-5) • Reading • Math Acadience (K-3) • K - First Sound Fluency, Letter Naming Fluency,</p>	



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<p>Purposeful Writing Formal & Informal (Exemplars, Checklists, Rubrics) Math timed tests for fluency and leveled practice K-5 Math Common Formative Assessments Reading and math incentives K-5 Planning and using technology that engages students and supports instruction Classroom observations with a focus on cognitive engagement during the first and second semesters Survey boys and girls in grades 2-5 about learning styles and plan intentionally to meet their needs Plan intentionally to represent diversity in our school population</p>	<p>Coaches Counselor</p>		<p>Phoneme Segmentation Fluency, Nonsense word fluency</p> <ul style="list-style-type: none"> • 1st - Letter Naming Fluency, Phoneme Segmentation Fluency, & Nonsense Word Fluency • 2nd - Nonsense Word Fluency and Oral Reading Fluency • 3rd - Oral Reading Fluency and Maze <p>HMH Growth Measure (3-5)</p>	
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BCSSS Core Commitment and Value:

- We will maximize the personal safety and well-being of all stakeholders who enter our facilities.
- We will model self-discipline in our duties as professionals, and we will discipline our students in a way that values their worth and dignity as human beings.
- We will faithfully maintain modern and effective facilities, equipment, technology, and data.
- We will recruit and retain highly-qualified staff members in the name of what is best for children.

SES Goals:
 Goal #2 - Excellence in Organizational Effectiveness

SES Goal Initiative: Implement intentional Social-Emotional purpose-driven opportunities to cultivate and build teacher efficacy.

School Level Goal #2: SES will develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement.

Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
<p>Plan: Provide monthly professional learning to increase teacher efficacy and confidence (technology integration,</p>	<p>Admin, Instructional</p>	<p>August to May</p>	<ul style="list-style-type: none"> • BCSS Benchmark Assessment 	<p>PL Calendar Data Dig Sheets Agendas/Handouts</p>



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<p>content-area knowledge and skills, and teacher-chosen professional learning and growth opportunities).</p> <p>Revise and implement a monthly professional learning and support initiative to increase efficacy and growth of induction-level teachers new to the system.</p> <p>Develop, train, and implement a formal written process for PBIS/SEL.</p> <p>A principal's student advisory council will meet quarterly to share the voice of the student body in building a positive culture and climate.</p> <p>Provide quarterly opportunities for peer observations to increase efficacy and growth of teachers in the areas of reading and math differentiation.</p>	<p>Coaches, Teachers</p> <p>Admin</p> <p>Stark Strong Focus Team</p> <p>Admin, Principal's Council</p> <p>Admin</p>		<ul style="list-style-type: none"> ● TKES and Engagement Walkthroughs ● Teacher Walkthrough Observations ● Health Survey and Rethink Ed Surveys ● TFI 	<p>Sign-in Sheets</p> <p>Mentor Logs</p> <p>School Wide Matrixes</p> <p>Classroom Matrixes</p> <p>SES Calendar - Principal Student Council Dates</p> <p>TKES and Eleot Data</p> <p>Teacher Observation Feedback Kick-Up</p> <p>Tier I RTI Teacher/Peer Classroom Observation Forms</p> <p>Survey Data</p> <p>TFI ratings</p> <p>Principal Advisory Council</p> <p>Peer observation form</p>
<p>Implement:</p> <p>Quarterly data dig celebrations to build and increase teacher efficacy around student achievement data.</p> <p>Mentor teachers will meet monthly with new teachers to build teacher efficacy, problem solve, and build confidence</p> <p>Training for implementation of behavior flow chart. Teach and reteach school-wide and classroom expectations.</p> <p>Five students from third, fourth, and fifth grade will make up the principal's advisory council.</p>	<p>Admin, Teachers</p> <p>Mentor Teachers</p>	<p>August to May</p>		



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<p>This group will meet quarterly.</p> <p>Develop a schedule for peer observations in the areas of reading and math differentiation.</p>	<p>Stark Strong Focus Team</p> <p>Principal Students</p> <p>Admin</p>			
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BCSS Core Commitment and Value -

- We will engage students, families, and community stake-holders as partners and teammates.
- We will embrace fair accountability for all staff, students, and the community.
- We will respect and celebrate human diversity as a strength in our organization.

SES Goals:

Goal #3 - Excellence in Relationships and Perceptions

SES Goal Initiative: School-wide implementation of Social Emotional Learning - SEL and Character Education

School Level Goal #3:

The number of students with zero office referrals will increase from 84% in 2021-2022 to 87% in 2022-2023.

The number of boys receiving office referrals will decrease from 74% in 20-21 to 64% in 22-23 SY.

Action Steps:	Persons/Role Responsible	Timeline for Implementation	Method for Monitoring	Artifacts and Evidence
<p>Plan:</p> <ul style="list-style-type: none"> ● To commit to a shared vision and leadership by participating in our monthly Stark Strong Team meetings to develop a consistent focus on Social Emotional Learning school-wide. <ul style="list-style-type: none"> ○ PBIS ○ RTI ○ Celebrations 	<p>Admin Teachers Stark Strong Team Leadership Team</p>	<p>August to May Monthly Data Review</p>	<ul style="list-style-type: none"> ● Health survey data ● Re-think Ed data ● Monthly discipline referral reports ● MARS data twice a year 	<p>SWIS Data - Monthly Step forms - 9 Week Review Triple S Sheet - 9 Week Review Zero office referral reports - Monthly Re-Think Ed Student Self-Assessment - 2 X Year Student Health Survey - Yearly</p>



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<ul style="list-style-type: none"> • The leadership team will meet monthly to review established goals and address concerns. The team will communicate progress of the goals and solicit feedback from staff. • To use relevant data to evaluate the effectiveness of our programs and initiatives that address social emotional learning. 				<p>Lesson Plans Recovery Room log & Reflections Zones of Regulation Student & Staff of the Month SAS - PBIS TFI - PBIS</p>
<p>Implement:</p> <ul style="list-style-type: none"> • Weekly Core Essential lessons that focus on the development of positive character traits • Re-think Ed lessons for staff and students • Implement PBIS school-wide with fidelity to develop a positive school climate and culture. Create instructional videos to show school-wide and classroom expectations • Conduct weekly class and/or grade level “family meetings” to develop a positive climate and culture and develop positive relationships and citizenship • Implement a process for utilizing Recovery or Sensory Areas where students can cool down and find composure • Training for Recovery Room staff in Re-Think Ed, PBIS SWIS, and supporting students with reflection of expectations • Monthly rewards for students with zero steps and office referrals. • Establish an adult-student mentor program to improve academic performance, promote student connectedness, and life satisfaction to decrease disciplinary actions 	<p align="center">All Staff</p>	<p align="center">August to May Monthly data review</p>		



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Title 1 School Wide Components																								
<p>Comprehensive Needs Assessment – Section 1114(b)(1)(A)</p>	<p>Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.</p>	<p>School Evidence:</p> <ul style="list-style-type: none"> Academics <p>Students</p> <table border="1"> <tr> <td>EOG</td> <td>3-5</td> <td>ELA/Math/Science (5)</td> </tr> <tr> <td>MAP</td> <td>K-5</td> <td>ELA/Math</td> </tr> <tr> <td>Acadience</td> <td>K-3</td> <td>ELA</td> </tr> <tr> <td>iSTEEP</td> <td>1-5</td> <td>ELA/Math</td> </tr> <tr> <td>HMH</td> <td>3-5</td> <td>Reading Lexile</td> </tr> <tr> <td>Assesslets</td> <td>3-5</td> <td>Writing</td> </tr> </table> <p>Staff Professional Learning Courses Griffin RESA TKES Summary Report</p> <ul style="list-style-type: none"> MTSS <p>Students</p> <table border="1"> <tr> <td>Behavior</td> <td>K-5</td> </tr> <tr> <td>Attendance</td> <td>K-5</td> </tr> </table>	EOG	3-5	ELA/Math/Science (5)	MAP	K-5	ELA/Math	Acadience	K-3	ELA	iSTEEP	1-5	ELA/Math	HMH	3-5	Reading Lexile	Assesslets	3-5	Writing	Behavior	K-5	Attendance	K-5
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Behavior	K-5																							
Attendance	K-5																							



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		Climate Survey	3-5
		Career Clusters	K-5
		ReThink Ed Survey	3-5
		Subgroup Data	K-5
<p>Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)</p>	<p>Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:</p> <p>a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards;</p> <p>b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;</p> <p>c). address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include -</p> <p>i). counseling, school-based mental health programs, specialized instructional support services and other</p>	<p>School Evidence:</p> <p>Provide monthly professional learning to increase teacher efficacy and confidence (technology integration, content-area knowledge and skills, and teacher-chosen professional learning and growth opportunities).</p> <p>Revise and implement a monthly professional learning and support initiative to increase efficacy and growth of induction-level teachers new to the system.</p> <p>Develop, train, and implement a formal written process for PBIS/SEL.</p> <p>A principal’s student advisory council will meet quarterly to share the voice of the student body in building a positive culture and climate.</p> <p>Provide quarterly opportunities for peer observations to increase efficacy and growth of teachers in the areas of reading and math differentiation.</p> <ul style="list-style-type: none"> ● PL Calendar ● Data Dig Sheets ● Agendas/Handouts ● Sign-in Sheets 	<p>Staff Attendance Staff Climate Survey</p>

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	<p>strategies to improve students’ skills outside the academic subject areas;</p> <p>ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p> <p>iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;</p> <p>v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<ul style="list-style-type: none"> ● Mentor Logs ● School Wide Matrixes ● Classroom Matrixes ● SES Calendar - Principal Student Council Dates ● TKES and Eleot Data ● Teacher Observation Feedback ● Kick-Up ● Tier I RTI Teacher/Peer Classroom Observation Forms ● Survey Data ● TFI ratings ● Principal Advisory Council ● Peer observation form <p>To commit to a shared vision and leadership by participating in our monthly Stark Strong Team meetings to develop a consistent focus on Social Emotional Learning school-wide.</p> <ul style="list-style-type: none"> ○ PBIS ○ RTI ○ Celebrations <p>The leadership team will meet monthly to review established goals and address concerns. The team will communicate progress of the goals and solicit feedback from staff.</p> <p>To use relevant data to evaluate the effectiveness of our programs and initiatives that address social emotional learning.</p> <ul style="list-style-type: none"> ● SWIS Data - Monthly ● Step forms - 9 Week Review ● Triple S Sheet - 9 Week Review ● Zero office referral reports - Monthly ● Re-Think Ed Student Self-Assessment - 2 X Year ● Student Health Survey - Yearly ● Lesson Plans
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		<ul style="list-style-type: none"> ● Recovery Room log & Reflections ● Zones of Regulation ● Student & Staff of the Month ● SAS - PBIS ● TFI - PBIS ●
<p>Evaluation of the Schoolwide Plan—34 CFR § 200.26</p>	<p>a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.</p> <p>b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.</p> <p>c). Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.</p>	<p>School Evidence: Benchmark Assessments and Data Presentations by teachers and administrators Fall, Winter and Spring: PPVT, PALS (PK) STEEP (1st)</p> <ul style="list-style-type: none"> ● ORF ● Reading Maze ● Math Fluency <p>STEEP (2nd-5th)</p> <ul style="list-style-type: none"> ● ORF ● Reading Maze ● Math Fluency ● Math Concepts and Application <p>MAP (K-5)</p> <ul style="list-style-type: none"> ● Reading ● Math <p>Acadience (K-3)</p> <ul style="list-style-type: none"> ● K - First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense word fluency ● 1st - Letter Naming Fluency, Phoneme Segmentation Fluency, & Nonsense Word Fluency ● 2nd - Nonsense Word Fluency and Oral Reading Fluency ● 3rd - Oral Reading Fluency and Maze <p>HMH Growth Measure (3-5)</p>



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		<p>Teachers will continue with a commitment to a vision of shared leadership and participate in weekly collaborative planning and monthly professional learning to increase student engagement (behavioral, cognitive, and emotional engagement)</p> <p>Grade level teams will plan and revise instruction based on student/subgroup needs.</p> <p>Professional learning in planning and implementing differentiation using data.</p> <p>Artifacts: Lesson Plans/Atlas Units: Phonics Instruction Knowledge (Atlas)- Vocabulary SRI - Reading Counts Inventories Writing Portfolio - Fall / Spring Independent Extended Learning Lesson Plan (Reading/Math) Writing Samples Math Timed Tests Assesslet Data</p>
<p>ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)</p>	<p>Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p>	<p>School Evidence: The Title I Family Engagement Policy and Compact are developed with parents and family members each Spring. SES Title I Family Engagement Policy and Compact is posted on the school website and distributed to all families in the Thursday Communication Folder the first week of school.</p>
<p>Schoolwide Plan Development- Section 1114(2)(B) (i-iv)</p>	<p>a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;</p>	<p>School Evidence: Developed Summer/Fall of 2022 for the 2022-2023 school year. Developed with input from all stakeholders (leadership minutes, school council minutes, PTO minutes) Monitored quarterly using the CSIP Task Sheet The CSIP is posted on school website</p>



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	<p>b) Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.</p> <p>c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.</p> <p>d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111 (d), if appropriate and applicable.</p>	<p>Is developed in coordination and integration with other Federal, State and local services, resources, and programs.</p>
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Literacy (L4GA) Plan Components:		
<p>L4GA Goal #1: Community Partnerships</p>	<p>School Goal: Relationships & Perceptions The number of students with zero office referrals increased from 84% in 2021-2022 to 87% in 2022-2023.</p> <ul style="list-style-type: none"> • School-wide implementation of Social Emotional Learning - SEL and Character Education 	<p>School Evidence: SWIS Data - Monthly Step forms - 9 Week Review Triple S Sheet - 9 Week Review Zero office referral reports - Monthly Re-Think Ed Student Self-Assessment - 2 X Year Student Health Survey - Yearly Recovery Room log & Reflections Zones of Regulation Student & Staff of the Month SAS - PBIS TFI - PBIS</p>
<p>L4GA Goal #2: Engaged Leadership</p>	<p>School Goal: Organizational Effectiveness SES will develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement.</p> <ul style="list-style-type: none"> • Implement intentional Social-Emotional purpose-driven opportunities to cultivate and build teacher efficacy. 	<p>School Evidence: PL Calendar Focus Team Agendas/Handout/Sign-in sheets Mentor Logs SES Calendar - Principal Student Council Dates Staff and Student Health Survey Data Principal Advisory Council</p>
<p>L4GA Goal #3: Continuity of Instruction</p>	<p>School Goal: Student Achievement 60% of students will meet or exceed their expected growth projection in Reading as evidenced by assessment data. This is an increase from 49% in 2021-2022. 50% of students will meet or exceed their expected growth projection in Reading as evidenced by assessment data. This is an increase from 44% in 2021-2022</p> <ul style="list-style-type: none"> • Implement best practices for instruction that increase student engagement with a formal structure for reflective practices that guide and change instruction. 	<p>School Evidence: Lesson Plans/Atlas Units Phonics Instruction Knowledge (Atlas)- Vocabulary SRI - Reading Counts Inventories Writing Portfolio - Fall / Spring Independent Extended Learning Lesson Plan (Reading/Math) Writing Samples Math Timed Tests Assesslet Data</p>



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<p>L4GA Goal #4: Ongoing formative and summative assessments including tired interventions for all students</p>	<p>School Goal: Student Achievement SES will develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement.</p> <ul style="list-style-type: none"> • Implement intentional Social-Emotional purpose-driven opportunities to cultivate and build teacher efficacy. 	<p>School Evidence: Benchmark Data PPVT, PALS (PK) STEEP (1st)</p> <ul style="list-style-type: none"> • ORF • Reading Maze • Math Fluency <p>STEEP (2nd-5th)</p> <ul style="list-style-type: none"> • ORF • Reading Maze • Math Fluency • Math Concepts and Application <p>MAP (K-5)</p> <ul style="list-style-type: none"> • Reading • Math <p>Acadience (K-3)</p> <ul style="list-style-type: none"> • K - First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense word fluency • 1st - Letter Naming Fluency, Phoneme Segmentation Fluency, & Nonsense Word Fluency • 2nd - Nonsense Word Fluency and Oral Reading Fluency • 3rd - Oral Reading Fluency and Maze <p>HMH Growth Measure (3-5)</p>
<p>L4GA Goal #5: Tired Supports</p>	<p>School Goal: Student Achievement 60% of students will meet or exceed their expected growth projection in Reading as evidenced by assessment data. This is an increase from 49% in 2021-2022. 50% of students will meet or exceed their expected growth projection in Reading as evidenced by assessment data. This is an increase from 44% in 2021-2022</p> <ul style="list-style-type: none"> • Implement best practices for instruction that increase student engagement with a formal structure for reflective practices that guide and change instruction. 	<p>School Evidence: Lesson plans for Reading and Math Flex iSTEEP data Behavior data RTI progress monitoring data</p>



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L4GA Goal #6: Professional learning in Literacy Instruction	School Goal: Organizational Effectiveness SES will develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement. <ul style="list-style-type: none"> • Implement intentional Social-Emotional purpose-driven opportunities to cultivate and build teacher efficacy. 	School Evidence: PL Calendar Agendas/Handouts Sign-in Sheets Mentor Logs TKES and Eleot Data Teacher Observation Feedback Kick-Up Peer observation form
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**BCSS Georgia Milestones Assessment Performance Targets
2018 - 2023**

Butts County GA Milestones Performance Targets (Percent of Learners at Level I) Targets for each cohort set based on 2017-2018 Performance English/Language Arts 2018 - 2023						
Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Third	54%		Not Administered due to Covid-19			



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	(SES 54%)	37% (SES 41%)	35%	33% (SES 41%)	30% Title I Goal 31% (SES 34.09%)	30%
Fourth	24% (SES 24%)	45% (SES 37%)	31%	28% (SES 40%)	26% Title I Goal 27% (SES 40%)	25%
Fifth	21% (SES 43%)	25% (SES 29%)	35%	25% (SES 38%)	20% Title I Goal 25% (SES 35.6%)	20%

**Butts County GA Milestones Performance Targets (Percent of Learners at Level I)
Targets for each cohort set based on 2017-2018 Performance
Math
2018 - 2023**

Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020 Not Administered due to Covid-19	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Third	26% (SES 26%)	27% (SES 27%)	21%	18% (SES 36%)	18% Title I Goal 18%	15%
Fourth	19% (SES 27%)	27% (SES 28%)	20%	18% (SES 38%)	15% Title I Goal 20% (SES 28.8%)	15%



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Fifth	34% (SES 34%)	30% (SES 29%)	25%	20% (SES 40%)	18% Title I Goal 35%	15%
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**Butts County GA Milestones Performance Targets (Percent of Learners at Level I)
Targets for each cohort set based on 2017-2018 Performance
Science
2018 - 2023**

Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Fifth	31% (SES 31%)	32% (SES 32%)	Not Administered due to Covid-19	28% (SES 36%)	26% (SES 52%)	24%

**Butts County GA Milestones Performance Targets (Percent of Learners at Level I)
Social Studies
2018 - 2023**

Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Fifth	18% (18%)	14% (14%)	Not Administered due to Covid-19	Not Administered	Not Administered	10%



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Butts County Schools Student Survey Question Performance Targets 2018 - 2023						
Survey	Percent Always or often 2017-2018	Percent Always or often 2018-2019	Percent Always or often 2019-2020	Percent Always or often 2020-2021	Percent Always or often 2021-2022	Percent Always or often 2022-2023
Question				Not Administered due to Covid-19		
GSHS 3-5						
I feel safe at school.	83% (54%)	78% (50%)	83% (56%)	87%	90%	93%+
GSHS 3-5						
Teachers treat me with respect.	94% (88%)	86% (86%)	89% (87%)	91%	93%	95%+
GSHS 3-5						
Students treat each other well.	43% (44%)	45% (43%)	55% (48%)	65%	75%	85%+
GSHS 3-5						
There is an adult at my school who will help me if I need it.	92% (94%)	89% (89%)	92% (89%)	95%	98%	100%
GSHS 3-5						
	64% (54%)	50% (50%)	60% (56%)	70%	80%	90%



**Stark Elementary School
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I like School.						
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Butts County CCRPI Readiness Performance Targets (Elementary School) 2018 - 2023						
Readiness Area	Percent 2017-2018	Percent 2018-2019	Percent 2019-2020 Not Calculated due to Covid-19	Percent 2020-2021 Not Calculated due to Covid-19	Percent 2021-2022 Not Calculated due to Covid-19	Percent 2022-2023
Literacy	42.86%	45%	50%	52%	55%	60%+
Attendance	89.92%	90%	91%	92%	93%	94%

Literacy:

Percent of students in grades 3-5 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level. The minimum target for grade 3 is 670L. The minimum target for grade 4 is 840L. The minimum target for grade 5 is 920L.

Student Attendance:

The Student Attendance indicator will be calculated based on a nationally-utilized metric of student attendance – absent less than 10% of enrolled days. This definition is flexible enough to account for varying school calendars and provides a better representation of chronic absenteeism, which can signal a lack of student engagement, school climate issues, and a lack of preparation for college and career.