



Stark Elementary

Strategic Plan

2021-2022



Purpose Statement

Butts County School System's purpose is to Provide Learning and Life Experiences that Maximize the Individual Potential of All Students so they are Prepared for a Productive Future.

10 Core Commitments and Values:

- ◆ *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 maximize the personal safety and well-being of all stakeholders who enter our facilities.*
- ◆ *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 engage students, families, and community stakeholders as partners and teammates.*
- ◆ *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 recruit and retain highly-qualified staff members in the name of what is best for children.*
- ◆ *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.*
- ◆ *We will faithfully maintain modern and effective facilities, equipment, technology, and data.*
- ◆ *We will be responsible stewards of community taxes and resources while putting the needs of children first.*

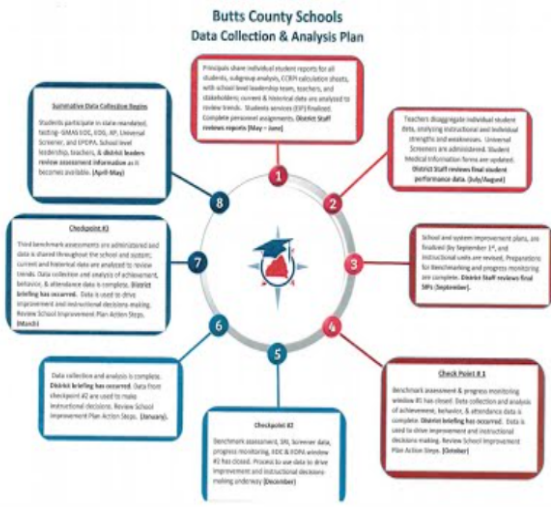
***Adopted by the
Butts County Board of Education
October 3, 2017***



Goal Area I

Excellence in Student Achievement and Success

Performance Objective: Increase the number of students showing academic growth of at least one year in ELA and Math by 10% as evidenced by assessment data.			
Initiative	Implement best practices for instruction that increase student engagement with a formal structure for reflective practices that guide and change instruction.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. 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)</p> <p>Grade level teams will plan and revise instruction based on student/subgroup needs.</p> <p>Two cross grade level collaboration meetings focused on tiered ELA during the first semester and two cross grade level collaboration meetings in the second semester for math instructional expectations</p>	<p>Teachers Staff Administrators BCSS Instructional Coaches</p>	<p>August to May</p> <p>Weekly and Monthly Meetings Quarterly Task Sheet Update</p>	<p>Lesson plans, Data, Atlas Units, Student Work</p>
<p>Implement: Literacy Focus / L4GA</p> <p>Remediation based on student needs</p> <p>Scaffolding phonics support in grades K-2</p> <p>Focus on task and content vocabulary from the standards</p> <p>Increase student Lexile levels by focusing on putting leveled fiction and nonfiction books in students' hands</p> <p>Purposeful Writing Formal & Informal (Exemplars, Checklists, Rubrics)</p> <p>Math timed tests for fluency and leveled practice K-5</p> <p>Math Common Formative Assessments</p> <p>Reading and math incentives K-5</p> <p>Planning and using technology that engages students</p>	<p>Teachers Staff Administrators BCSS Instructional Coaches Counselor</p>	<p>August to May</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 Asslet Data</p>

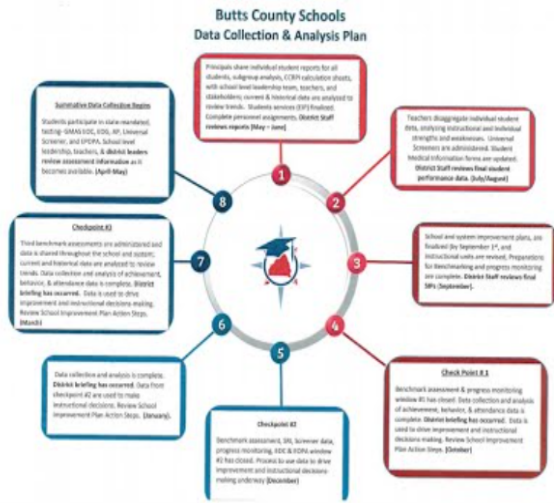
<p>and supports instruction</p>			
<p>Assess: K – 5 administration of universal screenings and benchmarks to measure literacy and math growth</p> 	<p>Administration & Teachers</p>	<p>Fall, Winter, Spring Data</p>	<p>PPVT, PALS (PK) STEEP (1st-5th)</p> <ul style="list-style-type: none"> ● Math Fluency ● Math Concepts and Application <p>STEEP (4th-5th)</p> <ul style="list-style-type: none"> ● Math Fluency ● Math Concepts and Application ● ORF ● Reading MAZE <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>Adjust: Curriculum Data Talks will be conducted following the BCSS Data Cycle. These talks will identify strengths and areas of growth for instruction in ELA and math. Atlas Unit Revisions <i>The data drives our instructional focus!</i></p>	<p>Administration & Teachers</p>	<p>Fall, Winter, Spring Data Analysis Tool</p>	<p>Data Analysis Tools Grade Level Flex Plans (Adjusted Every 9 Wks)</p>
<p>Resources Needed: Professional Learning (Phonics, Writing, Using Manipulatives for Math Instruction) Classroom Leveled Libraries K-5 Guided Reading Sets Grades K-5 Class Novel Sets Grades 2-5 Reading and Math Incentives</p>			



Goal Area II
Excellence in Organizational Effectiveness

Performance Objective: SES will develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement.			
Initiative Implement intentional SES purpose-driven opportunities to cultivate and build teacher efficacy.			
Action Steps	Person/Role Responsible	a. Timeline for Implementation	Artifacts and Evidence
		b. Method for Monitoring	
<p>Plan: Provide monthly professional development 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 development 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 monthly to share the voice of the student body in building a positive culture and climate.</p>	<p>Admin, BCSS Instructional Coaches, Teachers, Mentor Teachers Counselor, Admin, Teachers Stark Strong Team Admin, Principal's Council</p>	<p>August to May Quarterly Task Sheet Update</p>	<p>PL Calendar Agendas/Handouts Sign-in Sheets Kick-Up</p>
<p>Implement: Monthly professional development will build the foundation for teacher efficacy from the book "Leading Collective Efficacy" By Stefani Areonetti Hite/Jenni</p>	<p>Admin, Teachers</p>	<p>August to May</p>	<p>Data Dig Sheets Agendas Sign-in Sheets</p>

<p>Donohoo. Quarterly 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>Develop new school wide and classroom matrices Develop behavior flow chart Review Classroom Rules and Routines Plans and compare to school-wide expectations and celebrations</p> <p>Five students from third, fourth, and fifth grade will make up the principal's advisory council. This group will meet monthly.</p>	<p>Mentor Teachers</p> <p>Stark Strong Focus Team</p> <p>Principal Students</p>	<p>August to May</p> <p>August to December</p> <p>August to May</p>	<p>Mentor Logs School Wide Matrixes Classroom Matrixes SES Calendar - Principal Student Council Dates</p>
<p>Assess:</p> <ul style="list-style-type: none"> ● BCSS Benchmark Assessment ● TKES and Engagement Walkthroughs ● Teacher Walkthrough Observations ● Health Survey and Rethink Ed Surveys ● TFI ● Classroom Rules and Routines Google Form 	<p>Teachers, Admin. Counselor Students 3-5</p>	<p>August to May</p>	<p>Data Analysis Tools TKES and Eleot Data Tier I RTI Teacher/Peer Classroom Observation Forms Survey Data TFI ratings Principal Advisory Council Agenda/Sign-in Sheets</p>
<p>Adjust:</p> <ul style="list-style-type: none"> ● Assessment Cycle will adjust instruction and PL 		<p>Monthly August to May</p>	<p>Data Dig Sheets TKES and Eleot Data Tier I RTI Teacher/Peer Classroom Observation Forms Survey Data TFI ratings</p>



- Continuous coaching will adjust teacher instruction based on walkthroughs and observations
- Revise counseling plan by using Rethink Ed data to identify CASEL competencies on which to focus
- 2021 TFI will guide 2022 SES strategic plan adjustments
- 2022 Health Survey will guide the 2022-2023 SES strategic plan

Resources Needed:

- Paper
- Posters
- Celebration Incentives



Goal Area III
Excellence in Relationships and Perceptions

Performance Objective #1: The number of students with zero office referrals increased from 85% in 2019-2020 to 91% in 2020-2021. Due to Covid 19 guidelines and restrictions, this data was skewed. Student behavior will maintain the number of students with zero office referrals at 91% for the 2021-2022 SY.			
Initiative	School-wide implementation of Social Emotional Learning - SEL and Character Education		
Action Steps	Person/Role Responsible	a. Timeline for Implementation	Artifacts and Evidence
		b. Method for Monitoring	
<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 To use relevant data to evaluate the effectiveness of our programs and initiatives that address social emotional learning. 	Admin Teachers Stark Strong Team	August to May Monthly data review	Swiss Data - Monthly Step forms - 9 Week Review Triple S Sheet - 9 Week Review Zero office referral reports - Monthly Re-Think Ed Survey - 2 X Year Health Survey - Yearly
<p>Implement:</p> <ul style="list-style-type: none"> Weekly Core Essential lessons that focus on the development of positive character traits <ul style="list-style-type: none"> Re-think Ed lessons for staff and students Implement PBIS school-wide with fidelity to develop a positive school climate and culture. Conduct weekly class and/or grade level “family meetings” to develop a positive climate and culture and develop positive relationships and citizenship. Create Recovery or Sensory Areas where students can cool down and find composure. Training for Recovery Room staff in Re-Think Ed Monthly rewards for students with zero steps and office referrals. 	ALL staff	August to May Monthly data review	Lesson Plans Triple S Sheet Step forms Zero office referral reports Recovery Room log Zones of Regulation Recovery room feedback data Student & Staff of the Month Re-think Ed survey data Health Survey data SAS - PBIS TFI - PBIS

Assess: <ul style="list-style-type: none"> ● Health survey data ● Re-think Ed survey data ● Monthly discipline referral reports ● Universal behavior screenings 	Admin, Counselor, Recovery Para	August to May Monthly data review	Recovery Room Report Step forms Zero office referral reports
Adjust: <ul style="list-style-type: none"> ● Stark Strong Focus Team will review data monthly to evaluate effectiveness of current programs and initiatives and address any needed changes. 	Stark Strong Team	Monthly August to May	Stark Strong Team Agenda/Minutes
Resources Needed: <ul style="list-style-type: none"> ● PBIS Professional Learning for all staff (full implementation) ● Re-Think Ed Professional Learning for Staff ● Professional Learning for discrepancy in discipline data ● Student books for Recovery/Sensory Space (topics: communication, safety, life skills, friends, mental health, parents, health, behavior) ● Reflection papers for students during recovery time ● SEL posters/pictures ● Recovery/Sensory Spaces: Sensory chairs, weighted vests, noise reduction headphones, gel floor tiles, fidget spinners, calming sensory light with sound, sensory moon bubble tube floor lamp, fidget toys set with stress balls, kick bands, sensory motion timers, Fluorescent Light Covers for Classroom (Seascape), Audio Equip for playing calming music, punching bags ● Tangible Incentives 			

Performance Objective #2: Positive perceptions from all stakeholders will increase our school climate rating from 4 stars to 5 stars.			
Initiative	Stark Strong will promote an interactive, positive, caring, and supportive school climate that is respectful for all.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. Method for Monitoring	Artifacts and Evidence
Plan: To commit to a shared Stark Strong vision in creating a positive, empowered community of stakeholders.	Teachers Administrators Counselor PTO Mentors Community Members	August to May	School Improvement Plan Mentor Program Title I Parent Compact Title I School Engagement Policy Google Calendar
Implement:	Teachers	August to May	Agendas, Handouts, Pictures, Feedback

<ul style="list-style-type: none"> a. School-wide Kindness Initiative b. Weekly Communication with Stakeholders c. School Celebrations d. School Clubs and Organizations e. Comprehensive School Counseling Program - Career Cluster Exposure, Preparing students for transition PK-K & 5th-6th, Connecting to Parents and Community f. Title I Parent and Community Engagement g. Parent Educator h. Community Involvement and Events 	<p>Administrators Counselor PTO Mentors Ms. Smith Community Members</p>		<p>and/or Sign-in Sheets From:</p> <ul style="list-style-type: none"> a. Kindness Initiatives PK-5 b. Weekly emails & Thursday Folders b.. Stark Newsletter - Student led c. Monthly Stark Strong celebrations for staff and students c. Reading and Math Incentives d. 5th Grade: Band, 4H, CHAMPS, Student Council d. Robotics, Art club, Drama, Chorus, Reading Bowl d. Men on the Move, Girls on the Move, Good News Club e. Career Activities e. Transition Activities f. Annual Title I Meeting, Curriculum Night, Parent Informational Trainings g. Parent educator works with families in their home to educate them and prepare them for the school setting birth-five g. Community Activities (farm day, career day) g. PTO Events g. School Council g. Stark Strong dance g. Field Day
<p>Assess:</p> <ul style="list-style-type: none"> ● Health survey data ● Re-think Ed survey data ● Star Rating 	<p>Teachers K-5 Administration Counselor Parents of students 3-5</p>	<p>August - May</p>	<p>Climate and Culture Survey Data Relay for Life & United Way Fundraisers Re-think Ed survey data Star Rating</p>
<p>Adjust: Stark Strong Team Culture and Climate Student Feedback Re-think Ed Survey Data (2 Times a Year)</p>	<p>Teachers K-5 Administration Counselor</p>	<p>August - May</p>	<p>Stark Strong Team Meeting Minutes</p>
<p>Resources Needed:</p>			

Draft - Last Revision 09/14/2021

SES Sound System for Cafeteria

Poster Maker

Copy Machine

Grade Level Printer

Button Maker

Grade Level Cameras

Photo Printer and Paper

PBIS Incentives

Club Activity Funds

Dry Erase Wheel

SES Marketing Tools: Collapsible backdrops

**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 Not Administered due to Covid-19	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Third	54% (54%)	37% (41%)	35%	33%	30%	30%
Fourth	24% (24%)	45% (37%)	31%	28%	26%	25%
Fifth	21% (24%)	25% (29%)	35%	25%	20%	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
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Draft - Last Revision 09/14/2021

Third	26% (26%)	27% (27%)	21%	18%	18%	15%
Fourth	19%	27%	20%	18%	15%	15%
Fifth	34% (34%)	30% (29%)	25%	20%	18%	15%

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 Not Administered due to Covid-19	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Fifth	31% (31%)	32% (32%)	30%	28%	26%	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 Not Administered due to Covid-19	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Fifth	18% (18%)	14% (14%)	13%	12%	11%	10%

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						
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						
I like School.	64% (54%)	50% (50%)	60% (56%)	70%	80%	90%

**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	Percent 2021-2022	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.