



S. L. Mason Elementary

School Improvement Plan

Mr. Kevin Daw

School Year
2017-2018

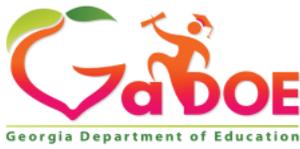
September 28, 2017



Schoolwide/School Improvement Plan 2017-2018

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: S. L. Mason Elementary School		District Name: Valdosta City Schools
Principal Name: Mr. Kevin Daw		School Year: 2017-2018
School Mailing Address: 821 West Gordon St.		
Telephone: 229-333-8525		
District Title One Director/Coordinator Name: Dr. Dan Altman		
District Title One Director/Coordinator Mailing Address: 1204 Williams St.		
Email Address: daltman@gocats.org		
Telephone: 229-671-6014		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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Schoolwide/School Improvement Plan 2017-2018

Planning Committee Members: Must include parents on this committee

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Mr. Kevin Daw		Principal
Mrs. Danielle White		Assistant Principal
Mr. Oscar Lee		Assistant Principal
Mrs. April Doyle		Academic Coach
Mrs. Joann Stone		K-2 Special Education Teacher
Ms. Najda Collins		2 nd Grade Teacher
Mrs. Lori Hooks		3 rd Grade Teacher
Ms. LaSharon Jackson		4 th Grade Teacher
Mrs. Ciciley Riley		5 th Grade Teacher
Ms. Christie Sermons		5 th Grade Teacher
Mrs. Carolyn Force		K-2 Intervention Specialist
Mrs. Kristi Goff		3-5 Intervention Specialist
Mrs. Tieka Skrine		P.E. Teacher
Ms. Georgianna Meadows		Media Specialist
Mrs. Nicole Whitley		3-5 School Counselor
Ms. Cynthia Crawford		K-2 School Counselor
Mrs. Tyra Howard		S. L. Mason Parent



SIP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.
- A. We have developed our school wide plan with the collaboration of individuals who will contribute to the comprehensive school wide/school improvement program plan. Those involved were the school Principal, Assistant Principals, Leadership Team, Academic Coaches, T&L Coordinator, and Parents. Involvement included data collection, previewing data, analyzing data, data disaggregation, and development of strengths, needs, and root causes. This data allowed us to identify areas of need and support for professional learning.
- B. We have reviewed the following instruments to obtain this information.
- | | | | |
|-------------------|-----------------------------|------------------------------|------------------------------------|
| Report Card Data | School Report Card | VCS Monthly Absences Summary | VCS Comprehensive Needs Assessment |
| CCRPI Indicators | CCRPI Scores | Rigby Benchmarks | SLM Discipline Comparison Report |
| VCS Parent Survey | VCS Student Absences Report | MyON Data | Accelerated Reader Reports |
| Dreambox | GKIDS | STAR Reports | |
- Members of SLM Leadership Team attended the VCS System Data retreat in June where they analyzed the 2017 College and Career Ready Performance Index (CCRPI), GMAS, and school data, which aided in creating new goals, initiatives, professional learning opportunities, and additional resources. Additional planning sessions were held with various members of the Leadership Team to further refine the School Improvement Plan.
- C. We have taken into account the needs of migrant children by serving these identified students in appropriate federal programs. Through these programs, students are provided additional support in the classroom by migrant personnel, translated documents, translators, and home visits conducted by assigned persons from the VCS Central Office. Migrant Support Staff and the classroom teacher work together to ensure that the student's needs are being met in the classroom. Migrant Support Staff collaborates with the teacher to provide individualized instruction and assistance to increase success. The school counselor is also involved in meeting the needs of migrant students. The school counselor is available to assist migrant students with additional coping skills needed during transition from school to school.
- D. We have examined the current achievement data that will equip teachers with additional skills needed to enhance learning and attainment. For example . . .



*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

S. L. Mason Elementary (SLM) School is 1 of 5 public schools within the Valdosta City School district that serves Pre-kindergarten through fifth grade. There are approximately 900 students enrolled at SLM. The faculty/staff within the school consist of the following: 3 administrators, 1 academic coach, 1 gifted teacher, 2 pre-k teachers, 41 regular education teachers, 9 special education teachers, 2 school counselors, 5 elective teachers, 1 elective paraprofessional, 3 EIP teachers, 2 intervention specialists, 1 ESOL teacher, 7 paraprofessionals, 2 pre-k paraprofessionals, 9 special education paraprofessionals, 1 media specialist, 1 media paraprofessional, 1 ISS paraprofessional, 2 Speech/Language teachers, 1 school nurse, and 1 Title One teacher. All staff at SLM meet the requirements to be considered Professionally Qualified.

Currently, there are 43 students in pre-kindergarten, 143 students in Kindergarten, 140 in Grade 1, 151 in Grade 2, 145 in Grade 3, 164 in Grade 4, and 146 in Grade 5. The student ethnic body is made up of the following demographics: 72% African American, 15% Caucasian, and 13% other. 100% of our student population is considered Economically Disadvantaged and are eligible to receive free lunch. S. L. Mason is a Title I school and continues to receive federal assistance.

Faculty and staff at SLM have participated in intensive, ongoing professional development. Professional Learning funds from Title I and Title II have been utilized to provide training in instructional strategies, instructional programs, data-driven instruction, inclusion, and team collaboration. The wealth of knowledge gained from these trainings has benefited SLM, as well as other elementary schools in the Valdosta City School system. SLM had a total of 757.75 teacher and faculty absences during the 2016-2017 school year. Of these absences, 82% were sick days and 17% were personal days.

Bereavement	Professional	Sick	Maternity/Long Term	Personal	Total
16.5	126.5	427	174	138	892

S. L. Mason has adopted the Positive Behavior Intervention & Supports (PBIS) program model, in a partnership with the state, to promote systematic change, culturally sensitive responses, and positive school climate in the school. PBIS is an empirically validated and a function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Extreme problem behavior (i.e., throwing furniture, throwing books, and tearing items off the wall) is the single most common reason why students are removed from regular classrooms. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. PBIS is an application of a behaviorally-based systems approach implemented to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Since the implementation of PBIS in 2009-2010, discipline referrals have continuously decreased until



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2014-2015. SLM had 1,012 discipline referrals during the 2016-2017 school year. Eighty-nine percent of the referrals were from African-American students, 5% were from Caucasian students and 6% was from other students. Eighty-two percent of all incidents were from male students.

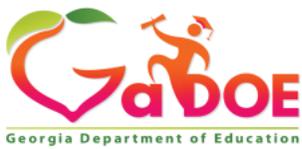
S. L. Mason had 151 parents and guardians complete the 2016-2017 Parent/Guardian Survey. Additionally, in 2016-2017, the turnover rate for S. L. Mason staff members was 31% according to the VCS Human Resources Department. Of the 31%, 16% of the teachers relocated to another school outside of the Valdosta City School District, 9% percent of teachers transferred, were promoted and/or retired. 6% of the teachers left for medical reasons.—S. L. Mason has determined a need for increasing feedback, communication, and behavior management in order to accurately address areas of improvement as well as highlight strengths as defined by our stakeholders.

Our school leadership team brainstormed the root causes of the performance issues revealed by our analysis of data. Several issues were explored, but eventually our leadership team concluded each grade level is one year behind the expected Lexile band; there is not a correlation between our report card pass rate and our GMAS proficient/distinguished learner data for ELA or math; and the social-behavioral needs of our students are increasing. As a team, we are committed to increasing the success of all students, improving our Positive Behavioral Support Systems, and creating a positive culture at S. L. Mason. 63.5% of all Kindergarten students met or exceeded standards on the ELA portion of the 2017 GKIDS, which is an increase of .5% since 2016. Writing continues to be an identified weakness.

In the area of Math on the 2017 GKIDS, 76.5% of all Kindergarten students met or exceeded standards. That was an increase of .5% from the previous year. Operations and algebraic thinking continues to be a weakness. In the area of personal/social development, 58.1% of Kindergarten students met or exceeded standards. On the approach to learning portion of the 2017 GKIDS, 60.9% of all Kindergarten students met or exceeded the standards.

2017 GMAS At/Above Lexile		
Grade	Lexile Band	% of Students At/Above
3	520-820	48%
4	740-940	37%
5	830-1010	48%

2017 Percentage of Students At/Above Lexile (STAR)		
Grade	Lexile Goal	% of Students At/Above
1	190 >	16/138 (12%)
2	420 >	16/145 (11%)
3	520 >	32/136 (24%)
4	740 >	35/151 (23%)



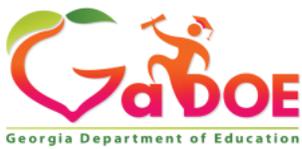
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5	830 >	43/132 (33%)

2017 Average STAR Lexile		
Grade	Lexile Goal	Spring Lexile Average
1	190	BR215
2	420	75L
3	520	290L
4	740	460L
5	830	685L

STAR Math Comparison Data			
Grade 1	Spring 2016	Spring 2017	Growth
Q4 (At/Above 75)	25	27	+2
Q3 (At/Above 50)	37	35	-2
Q2 (Below 50)	22	24	-2
Q1 (Below 25)	16	15	-1
Grade 2	Spring 2016	Spring 2017	Growth
Q4 (At/Above 75)	23	20	-3
Q3 (At/Above 50)	25	27	+2
Q2 (Below 50)	28	27	-1
Q1 (Below 25)	23	26	+3
Grade 3	Spring 2016	Spring 2017	Growth
Q4 (At/Above 75)	26	21	-5
Q3 (At/Above 50)	31	21	-10
Q2 (Below 50)	23	28	+5
Q1 (Below 25)	20	29	+9
Grade 4	Spring 2016	Spring 2017	Growth
Q4 (At/Above 75)	23	18	-5
Q3 (At/Above 50)	32	28	-4
Q2 (Below 50)	20	25	+5
Q1 (Below 25)	25	29	+4
Grade 5	Spring 2016	Spring 2017	Growth
Q4 (At/Above 75)	35	22	-13



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Q3(At/Above 50)	13	15	+2
Q2(Below 50)	28	30	+2
Q1(Below 25)	24	34	+10

STAR Reading Comparison Data

STAR Early Literacy	Spring 2016	Spring 2017	Growth
Q4(At/Above 75)	25	26	+1
Q3(At/Above 50)	26	21	-5
Q2(Below 50)	26	28	+2
Q1(Below 25)	23	26	+3
Grade 1	Spring 2016	Spring 2017	Growth
Q4(At/Above 75)	19	28	+9
Q3(At/Above 50)	31	25	-6
Q2(Below 50)	21	17	-4
Q1(Below 25)	29	30	+1
Grade 2	Spring 2016	Spring 2017	Growth
Q4(At/Above 75)	9	6	-3
Q3(At/Above 50)	26	28	+2
Q2(Below 50)	33	26	-7
Q1(Below 25)	31	40	-9
Grade 3	Spring 2016	Spring 2017	Growth
Q4(At/Above 75)	12	4	-8
Q3(At/Above 50)	22	22	0
Q2(Below 50)	34	24	-10
Q1(Below 25)	32	50	+18
Grade 4	Spring 2016	Spring 2017	Growth
Q4(At/Above 75)	17	10	-7
Q3(At/Above 50)	19	18	0
Q2(Below 50)	34	28	-4
Q1(Below 25)	30	44	-14
Grade 5	Spring 2016	Spring 2017	Growth
Q4(At/Above 75)	13	10	-3
Q3(At/Above 50)	24	19	-5
Q2(Below 50)	27	27	0
Q1(Below 25)	35	44	-8



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2017 GKIDS Data	
Content Standard	Meets/Exceeds
ELA	63.5%
Math	76.5

2017 Rigby Benchmark Data (Student Percentages At/Above Grade Level Expectation)		
Grade	% of Meets/Exceeds	Grade Level Mastery
K	55/139 (40%)	(7)
1	41/138 (30%)	(18)
2	63/141 (45%)	(23)
3	84/138 (61%)	(25)
4	106/152 (70%)	(25)
5	93/128 (73%)	(25)

Discipline Data	
Number of Referrals	1,012
Percentage of African-American Students	89%
Percentage of Caucasian Students	5%
82 % were male.	

Teacher Turnover Data	
Teacher Turnover Percentage	32%
Percentage of Teachers who relocated to a school outside of VCS	16%
Percentage of Teachers who relocated to a school in VCS	9%
Percentage of Teachers who left for medical reasons	6%
Percentage of Teachers retiring	1%



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E. We have based our plan on information about all students in the school and identified students and/or groups of students who are not yet reaching the state academic content standards and the state student academic achievement standards. The following interventions are in place to support these students in reading and math: Guided Reading at achievement level, MyON, iRead, Read180, System44, Go Solve, Dreambox, Guided Math, and Intervention Specialists for K-2 and 3-5.

S. L. Mason has several racial and ethnic groups which include American Indian/Alaska Native (2), Asian (10), Black (672), Hispanic (77), Two or more races (33), and White (137).

S. L. Mason's SWD population is composed of 115 students who receive speech services, 53 students who receive co-taught and pull-out segments, and 30 students who receive specialized instruction within a self-contained classroom setting. These students receive previously mentioned interventions and are served by eight special education teachers.

Thirty-six students are served by an ESOL teacher on a daily basis. These students are served through the state's push-in and pull-out models. Within these 33 students, there are 5 different languages: Spanish, Chinese, French, Gujarati, and Bengali. If migrant students are identified, additional support services will be provided.

F. The GMAS, Lexile, report card and STAR data has helped us reach conclusions regarding achievement and/or challenges.

➤ **The major strengths we found in our program were:**

Literacy (Reading/Writing/ELA):

- Journeys ELA curriculum
- Rigorous, system-wide ELA assessments
- Increased use of non-fiction reading.
- Differentiated instruction
- Increased use of higher order questioning by teachers.
- Use of Readworks website to find Lexile passages and comprehension questions to use for small groups created based on Lexile levels
- Analyzing of STAR reading reports by teachers and grouping students using this data
- Use of MyON
- Student goal setting and conferencing
- Targeted coaching in guided reading
- Increase use of technology
- Use of interactive notebook in grades K-5
- Literacy Team – Continue to promote school-wide literacy and analyze data



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- Intervention specialists – (1) K-2, (1) 3-5

Math

- Small group math instruction on a consistent basis in K-5
- Students learning mental math strategies for computation.
- Increase use of higher order questioning by teachers.
- Students using the 8 Standards for Mathematical Practices.
- Emphasis on conceptual understanding- strong use of manipulatives.
- Use of Dreambox
- Intervention specialist – (1) K-2, (1) 3-5

Parent Involvement

- Grade level Academic Sessions- classroom, hands on ELA/Reading and Math activities designed to teach parents and expand their understanding of GSE at all grade levels
- Teacher newsletters- Providing information for: academic instruction, classroom events, school and system events, and information for contacting/communicating with staff
- Be our Guest-Providing special occasions for parents/guardians to come to school with their child (ex. Grandparents Lunch, Donuts for Dads, etc.)
- Parent Coordinator to assist in planning and maintaining a log of events
- Active Parent Teacher Organization creating special events like Camp Read-A- Lot where parents come and experience a special night of reading with their child.
- Family Science Night

School Culture and Climate

- Increased communication for teachers and parents
- Lessened classroom disruptions
- Provide a more welcoming environment in front office for parents
- Teacher collaboration/teamwork/relationships
- Differentiated professional learning
- Strong teacher belief that all students can learn
- Dedicated staff



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➤ **The overall major needs we have discovered and will address are:**

- Focus on Tier 1 non-negotiable instruction and increase consistency of strategies
- Reestablish/redefine AR recognition program without using a point system
- Coaching provided for guided reading including analyzing benchmarks
- Professional learning on analyzing STAR conferring and goal setting
- Quality differentiated instruction and activities for students
- Questioning and probing to develop reasoning skills
- Vertical alignment opportunities to understand content before and after grade-level
- Continue having 2 intervention specialist (K-2, 3-5)
- Students displaying the behavior of the 8 Standards for Mathematical Practices
- Continue the use of Number Talks and mental math computation
- Continue small group instruction for math in all grade levels
- Consistent use of Dreambox and analysis of classroom reports
- Students making connections between experiments/content
- 5E lesson planning PL
- Continue Interactive notebooks K-5 for the four core academic areas
- Continue implementation of progressive discipline plan
- Implement PBIS using the state frameworks
- Differentiated professional learning
- Increase opportunities to collaboratively look at student work
- Implement effective math instructional strategies that promote the use of mathematical discourse
- Vertical team meetings
- Positive peer observations and vertical alignment
- Reciprocal Teaching
- Vocabulary Training

The initiatives we will implement/continue to address the above needs are:

- Professional learning on guided reading
- Sustain small group instruction
- Increase mathematical discourse through language and writing
- Implement state math frameworks with fidelity
- Increase effectiveness of number talks
- Implement higher order thinking strategies
- Implement guided reading and literature circles with fidelity
- Implement effective vocabulary instruction
- Provide professional learning that is differentiated for teachers
- Implement state frameworks for PBIS
- Implement comprehensive school counseling program



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- The specific academic needs of students that are to be addressed in the school-wide program plan will be lexile levels and math scores on STAR reading and math. Collaborative design of instruction will focus on student and teacher behaviors that need to be evident in ELA, Mathematics, Social Studies, and Science. Developing students' reasoning, critical thinking, language skills, and transferring of strategies are necessary components embedded throughout learning content. Through this focus, we will increase students' reading comprehension, writing ability, math conceptual understanding, social studies knowledge, and science understanding.
- The root causes that were discovered through extensive work in leadership team/professional learning communities for each of the needs were:

Positively impacted student achievement:

- Consistent use of small group instruction K-5
- Continued use of student goal setting and conferencing
- Use of STAR Instructional Reports
- Intervention specialists for K-5

Negatively impacted student achievement:

- New teachers needing extensive guided reading training
- Reasoning is a reoccurring weakness, according to GKIDS
- Number sense and foundational skills in math
- Students having difficulty understanding text and vocabulary of content specific text
- Weak language skills entering into Kindergarten, which affects reading, writing, and math

G. The measurable goals/benchmarks we have established to address the needs are:

1.) S. L. Mason will increase the percentage of students performing in/above the expected grade level lexile band based on STAR reading data from the 2016-2017 baseline to the 2017-2018 goal below:

- In 1st grade from 12% to 22% at/above lexile 190
- In 2nd grade from 11% to 21% at/above lexile 420
- In 3rd grade from 24% to 34% at/above lexile 520
- In 4th grade from 23% to 33% at /above lexile 740
- In 5th grade from 33% to 43% at/above lexile 830

2.) S. L. Mason will increase the combined percentage of students performing within Quartiles 3 & 4 based on STAR math data from the 2016-2017 baseline to the 2017-2018 goal below:



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<ul style="list-style-type: none"> • In 1st grade from 62% to 77% • In 2nd grade from 47% to 62% • In 3rd grade from 42% to 57% • In 4th grade from 46% to 61% • In 5th grade from 36% to 51% <p>3.) S. L. Mason will decrease the percentage of teachers leaving from the 2016-2017 school year by decreasing the certified staff turnover rate from 31% to 11% for the 2017-2018 school year, excluding promotions and retirees.</p>

*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.
S. L. Mason uses scientifically researched-based strategies to improve school-wide achievement performance for all students.

2(a). Schoolwide reform strategies that provide opportunities for all student in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
<p>A. The strategies used to address the needs of all student in the school, particularly the needs of students farthest away from demonstrating proficiency related to the State's academic content and student academic standards are:</p> <ul style="list-style-type: none"> • Standards Based Classrooms- provides best practices • Differentiation – provides instruction to help all students become successful learners • Guided Reading (deepening comprehension) – provides instruction on students' instructional level • Guided Math- provides small group math instruction to meet various levels of learning • Critical Thinking – provides deeper understanding of content • Accelerated Reader – utilized to increase students independent reading achievement • Formative/Summative Assessments – utilized to drive instruction and student comprehension • Differentiated Reading Instruction Kits – utilized for reading intervention for all students in Kindergarten and targeted students in first grade • Earobics- utilized for reading intervention (language) • Great Leaps – utilized for reading intervention (Tier 2) • Coaching (team) – utilized to serve K-5 teachers in implementing curriculum, along with state and district requirements, provide professional learning, and assist teachers with analysis of data and planning instruction • Target Coaching Cycle - utilized to provide (targeted) instructional support for teachers in specified areas



2(a). Schoolwide reform strategies that provide opportunities for all student in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- 2 Intervention Specialists – utilized to provide interventions for struggling students in reading and mathematics (K-2) and (3-5)
- Serving Students at Achievement Levels (T2 & T3) – provides interventions and support for students to be successful learners
- Title I Funded Teachers – utilized for class size reduction
- Title I Funded Academic Coach - utilized to serve core academic K-5 teachers by redelivering content and implementation requirements from the state and system levels as well as provide job embedded professional learning throughout the year, coaching, and help teachers analyze data and plan instruction.
- 21st Century Classroom Technology (computers, printers, Promethean boards, iPads, Chromebooks) – utilized to supplement instruction by providing students access to programs (media, interventions, enrichments, resources, etc.) as well as promote student engagement.
- Supplemental Student Books in Classrooms – utilized to assist in: expanding Lexile Levels for increasing reading achievement, bridging to an extended text, meeting the various needs of a variety of readers, extending practice on grade-level standards, and providing remediation of standards.
- Number Talks – provides a vehicle for developing efficient, flexible, and accurate computation strategies that build upon key foundational ideas of mathematics
- Dreambox – utilized to provide intervention and acceleration in math
- Myon-utilized to provide online reading resources based on interest, using higher order thinking quizzes and Lexile measurements.
- Additional Instructional Time Enrichment Activities offered, such as Jr. Beta Club and Student Council
- iRead, Read180, System 44 for all first and second grade students along with target students in grades third through fifth.
- Waterford - utilized for all Kindergarten students and targeted first and second grade students
- Student conferring, teacher goal setting, and specific feedback - provides specific student and teacher goals based on individual needs to improve achievement
- Reciprocal teaching - utilized during reading instruction to help students further understand elements of reading
- STEM creative programs - provides opportunities for extension activities and talent development for all students throughout the building
- Responsive Classrooms - morning meetings will specifically be used to promote unity, positivity, and social skills to strengthen student/teacher relationships
- Focused vocabulary instruction - utilized to improve language acquisition

2(b). Are based upon effective means of increasing student achievement.



B. Following (or in our appendices) are examples of the scientifically based research which supports our effective methods and instructional practices or strategies.

Fisher, D., Frey, N., & Hattie, J. (2016). Visible learning for literacy: Implementing the practices that work best to accelerate student learning. Thousand Oaks, CA: Corwin Literacy.

AEM Corporation. (2016). EDTASS: Striving readers comprehensive literacy (SRCL): 3.1.2A Case study of FYI 2014-15 SRCL discretionary grant project: Georgia. Herndon, VA: Applied Engineering Management Corporation.

2(c). Use effective instructional methods that **increase** the quality and amount of learning time.

C. S. L. Mason meets state requirements for instructional time. Instructional time includes the time from the beginning of the school day where students arrive until the end of the school day when students depart. Time set aside for recess, transition, lunch, or parent conferences is not counted as instructional time.

Community activities are available after school to help students with homework, such as Valdosta Parks & Recreation, YMCA, and Boys and Girls Club.

SLM will increase the quality of learning time by:

- scheduling a specific time in the master schedule for intervention/enrichment block
- providing job embedded professional learning for teachers
- Home use of DreamBox, MyOn and Waterford

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

D. S. L. Mason's SMART Goals and Initiatives address the needs of all students, including our Students with Disabilities. We will continue to strengthen the quality of Tier I Instruction by focusing on desired student and teacher behaviors in each academic area and by utilizing highly effective co-teaching teams. Specific interventions to address our SWD subgroup are:

- Implementation of co-taught environment for Science or S.S. in addition to math and ELA for 4th and 5th grade.
- ASPIRE
- Small group social and emotional support as needed.



This year we have a system assigned technology representative to survey teachers to find out which programs/interventions are being used, which may need upgrades and additional programs are needed. Data on these students will be collected and analyzed by administrators, teachers, grade-level teams, pyramid of intervention team, and leadership team throughout the year. Our Special Education Core team, led by administration, will also meet to analyze data on SWD and match interventions to meet their needs.

The following will be implemented and monitored to ensure that all student needs are being met:

- Universal Screening three times per year
- Progress Monitoring
- Formative / Summative Assessments
- Rigby Benchmarks
- Running Record Data
- Report Card Data
- Student Work Samples
- Dreambox Data
- Myon Data
- 45 Day School Improvement Plan Review
- Student goal setting and conferencing

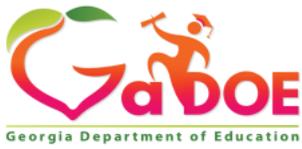
***3. Instruction by highly qualified professional staff.**

All teachers currently employed at S. L. Mason Elementary are Professionally Qualified.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

- A. We will provide instruction by professionally qualified teachers who meet the standards established by the state of Georgia. In order to recruit Professionally Qualified teachers, a recruitment team participates in job fairs throughout the year.

Colleges in Georgia, Florida, Alabama, and South Carolina are visited. Valdosta City Schools participates in a job fair held at Valdosta State University twice a year. Each school is sent a hard copy vacancy announcement to post on their individual school boards. In addition to hard copies, administrators are sent job announcements to forward to their staff via email. Job announcements are posted on www.TeachGeorgia.org and VCS Human Resource website. They are also sent to Coastal Plains Regional Educational Service Agency (CPRESA), Department of Labor, Valdosta State University, Wiregrass Georgia Technical College, Moody Air Force Base, and our neighboring schools, colleges, and universities associated with our recruitment team. With vacancy



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announcements being posted at the school level, all staff members have the opportunity for transfers and promotions.

SLM implements the Comprehensive Induction Program to mentor and provide support for beginning teachers that have less than three years of experience. Mentors receive training during the summer in order to serve as a mentor. These mentors, along with the building level mentor contact and administrator, participate in monthly PLCs. During the PLC, mentors problem solve issues, share ideas, share successes, and receive support on upcoming initiatives. Induction Phase Teachers meet monthly with their mentors and have the opportunity to observe lessons, as well as receive feedback from their mentors.

Teachers deemed inexperienced or having difficulty are assigned a Professional Learning Plan and given priority for support by Administration, Academic Coaches, and Lead Teachers.

Teachers are provided with job-embedded professional learning opportunities to develop in their field announcements which are posted at the school level, all staff members have the opportunity for transfers and promotions.



*4. Professional development for staff to enable all children in the school

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example

- Job-embedded professional learning, based on the schools' initiatives, provided by the Academic Coach, Intervention Specialists, and teacher leaders, based on the school's initiatives
- Snack-n-learn professional learning sessions provided after school
- Coaching and mentoring
- Professional learning communities will focus on what do we want students to learn, how will we know if they have learned, what will we do if they don't learn, and what will we do if they already know it? In order to support the aforementioned, teachers will analyze data and student work, design lessons based on the discoveries from the data, as well as, identify desired student and teacher behaviors.
- Trainings and workshops focused on the school's initiatives
- Content specific training
- Academic Coach targeted coaching cycles

We have aligned professional development with the State's academic content and student academic achievement standards through collaboratively creating units from the state frameworks, creating assessments and tasks that align to Georgia Standards of Excellence. For 2017-2018, teachers will continue receiving training for the implementation of standards using the frameworks, Journeys, and TKES.

We have devoted sufficient resources to effectively carry out the professional development activities that address the root causes of academic problems addressed in our School Improvement Implementation Plan. For example:

Academic Coach

- SLM has one Coach. Our coach is available to serve all K-5. Responsibilities include: facilitate on-going collaboration with teachers to effectively adjust curriculum and instruction, assist teachers in the development and implementation of instructional plans, coach classroom teachers on effective instructional strategies through modeling, co-teaching, observations, and reflective feedback, assist teachers with analysis of data to help make decisions about teaching and learning, support teachers in the process of designing assessments, collaborate with professional learning communities to strategically implement and sustain instructional best practices, assist with the orientation of induction phase teachers through targeted coaching, create and implement an annual targeted coaching plan, and design and implement job-embedded professional learning.

Administration

- SLM has one principal and two assistant principals. Having three administrators in the school allows for each administrator the opportunity to focus on classroom instruction



*4. Professional development for staff to enable all children in the school

and practices for teachers. They are available to help lead professional learning communities, problem solve, create alternative schedules, and provide support and professional development for targeted teachers. Administration coordinates the school-wide universal screening three times per year. They also will provide support for all K-5 teachers on TKES.

Resources

- Resources, such as training, books, supplies, software, equipment, technology, and personnel, are budgeted using Title I, Title IIA, and QBE funds.

Time and Money

- Release time and money (for resources, conferences, workshops, and substitutes) is also budgeted to allow teachers to attend professional learning that addresses our root causes.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Leadership Team –convened this past June to disaggregate system and school data and develop the School Improvement Plan
- RTI Team-meets regularly to analyze individual student data and develops plans to address the student's needs
- Teacher Content Leaders – meet with other content leaders in the system to create units, tasks, and assessments
- Teachers- during weekly meetings, analyze their own student data, such as Accelerated Reader, Universal Screening, MyON, Dreambox, student work samples, grade reports, and formative/summative assessments to make instructional changes
- Job-Embedded Professional Learning – teachers and leaders identify key areas to grow, enhance and improve teaching and learning. Teachers will explore ways to teach social and emotional skills along with being culturally sensitive to all students.

*5. Strategies to increase parental involvement.

We involve parents in the planning, reviewing, and implementing process of the comprehensive school wide program plan by asking for their input on the development of the School Improvement and Parent Involvement Plans. A meeting is scheduled for October 18, 2017, to share the Title I Annual Update. A copy of the School Improvement Plan will also be presented to the School Council. Throughout the year, parents will be given surveys at seminars and workshops, asking for input on topics, and time of day that is best for them to collaborate as well as give suggestions. The school system will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school which includes identifying barriers to increase participation by parents in Title I activities. Results from the annual survey will be used to guide future planning.



We will offer workshops during the year at various times. We will also implement at least four parent nights for teachers to share the concepts and standards that are being taught in the classrooms as well as multiple ways to access and obtain resources to support families in the areas of academics. Parents will be given dates of involvement opportunities for the year. Counselors will be available to assist with parenting, behavior, and social skills resources.

We have developed a Parent and Family Engagement Plan to build parent capacity. This plan includes the following strategies:

- Inviting all family members to assist in the development, implementation, review and revisions of the School Improvement Plan, Parent and Family Engagement Plan, and School Compact.
- Annual Title I Session for all parents
- Increase school-to-home communication by evaluating (with parent input) our building's current newsletter forms and use of the forms
- Provide multiple ways to access and obtain parent resources and information through the development of building procedures for the implementation of parent involvement events and activities.
- Four parent nights will be held throughout the year. This night is for parents to visit their child's/children's classroom. Parent nights are designed to inform and model Georgia Standards of Excellence curriculum, grading rubrics, and assessments.
- Faculty and staff will be offered opportunities for professional learning in building parent capacity through webinars provided by the Department of Education
- Technology use (school website) to enhance and provide timely notification of information and resources to our school families and community. (Class logs, Facebook pages, Remind 101, email, phone calls, marquee)
- Parent sessions/trainings and information to assist families with technology/apps/programs, transitioning from Pre-k to Kindergarten
- Recruitment of Volunteers –Volunteer forms/background checks will be made available in the front office. A flyer with suggestions for ways to volunteer will be sent home and made available on the website
- Expand Location of Parent Resources – A Family/School Calendar, located in front hall entrance, will largely display family events and activities by the month.
- Increase resource materials to promote and support parenting skills, student academic assistance and social development
- Create and implement building procedures for the timely planning, promotion and collection of documentation for parent involvement events and activities.

Both the School Improvement Plan and Parent and Family Involvement Plan will be available to families on the school website, in the school's front office, and Academic Coach's room.

(1) The Parent/School Compact will be revised for 2017-2018 school year. Compacts include the responsibility of the teacher, parent, and student. Each party will sign the compact, stating that they understand and agree with it. Teachers will use the compacts



as working documents to support communication and family relationships when conferencing with parents/guardians.

(2) Student Codes of Conduct are distributed at the beginning of the year. Parents/Guardians sign a form indicating that they have received a copy of the Code of Conduct and have reviewed it with their students.

***6. Plans for assisting preschool students in the transition from early childhood programs to local elementary school programs.**

The following are our plans for assisting preschool students in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school, entering from private schools, and students entering our school throughout the school year.

Transition from Pre-K to Kindergarten

S. L. Mason conducts Kindergarten Roundup each year in the spring. Kindergarten Roundup allows parents the opportunity to pre-register their child for Kindergarten, meet personnel from the school, and receive information regarding the 1st Nine Weeks Kindergarten Curriculum.

S. L. Mason has two Pre-K classrooms for the 2017-2018 school year. This allows continuing students the opportunity to learn in the environment they will continue to remain in for Kindergarten.

Local Pre-K are provided with a list of expectations for students entering Kindergarten and are invited each spring to take a tour of the school and participate in activities.

Transition from 5th Grade to Middle School

During the spring, S. L. Mason provides 5th grade students a field trip to Valdosta Middle School. Students tour VMS and receive information about policies and procedures of the middle school. Reading Benchmark folders are sent to VMS for the next year's teacher to use as a tool of assessing his or her students. Special Education personnel meet to discuss and plan for the transition of Students With Disabilities from 5th grade to the middle school. SLM strategically plans a 6th grade parent night to share curriculum expectations each spring for 5th grade families.

Transition for Students Entering Throughout the Year

Students transferring to S. L. Mason throughout the year are assisted by an initial tour of the school and parents are provided the opportunity to meet with administration and classroom teacher. Upon entering the school, students are assessed in STAR Reading to identify their zone of proximal development and STAR Math to identify their mathematical understandings. Students are also given a reading benchmark assessment to determine their instructional level for guided reading instruction. Transition students may also receive services provided by SLM's Counselors for emotional and social support needed due to their transition.



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Transition for All Students

S. L. Mason will implement a Georgia Standards of Excellence opportunity to provide parents and all grade level students with the curriculum expectations for the present or upcoming school year.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

The ways that we include teachers in decisions regarding use of academic assessment are:

1. Development and analysis of formative and summative assessments
 - Teachers are given the opportunity to collaborate and develop formative and summative assessments in Reading, Math, Science, and Social Studies
 - Teachers use information from assessments to group students for intervention or enrichment instruction
 - Teachers use STAR Reading, STAR Math, Dreambox, Myon, Rigby, and Running Record data to create flexible groupings for instruction, intervention, or enrichment
 - Teachers use data to implement differentiated instruction based on readiness, learning profile, and/or interest
 - An Academic Coach guides teachers through the process of developing and analyzing formative and summative assessments
2. Disaggregation and Analysis of Data
 - The Leadership Team disaggregates data during the summer data retreat to create a school improvement implementation plan based on the analysis of the data
 - An Academic Coach assists teachers in collecting data for instructional purposes.
 - An Academic Coach assists teachers in the analysis of assessments in order to create opportunities for re-teaching and creating flexible groups for instruction.
3. Student Work
 - An Academic Coach guides teachers in protocols for looking at student work and generating strategies for next steps in instruction

*8. Coordination and integration of Federal, State, and local services and programs.

S. L. Mason receives Federal, State, and local services and programs. This financial support provides services for our students that would not be provided otherwise. Title I funds are also available to assist with any needs of homeless children, such as a homeless case manager, transportation, and school supplies.



<p>8(a). List of State and local educational agency programs and other federal programs that will be included.</p>
<p>A. Title I is a federally-funded program that provides additional instruction, staff development, supplies, or materials to improve student achievement (K-12). The goal of the Title I program is to raise the achievement levels of disadvantaged students on the Statewide Testing Program to parity with other students. SLM presently has one teacher and one academic coach supported with Title I funds.</p> <p>Title IIA is a federally-funded program for professional development. The purpose is to increase student achievement by improving teacher and principal quality. Schools are required to assess professional development needs, use effective professional development practices and evaluate the outcomes of PD investments.</p> <p>Early Intervention Program - is a state funded program designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level to obtain the necessary academic skills to reach grade level performance in the shortest possible time. The EIP Program is a part of the Response to Intervention (RTI) framework for providing support to students. The EIP Program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level. SLM presently has five teachers paid through EIP.</p> <p>Title III- "English to Speakers of Other Languages" (ESOL) is a program for students from diverse language and cultural backgrounds who are English Learners (ELs). SLM presently has one full-time ESOL teacher.</p> <p>Migrant Education is a national program that provides supplemental educational services to eligible migrant children. The primary purpose of the Migrant Education program is to address the educational needs of migratory children in a coordinated, integrated, and efficient way through high-quality and comprehensive programs. Migrant Support Staff is available to support needs of our migrant students.</p> <p>Media – Local funding is provided for a media specialist and support staff. SLM presently has one media specialist along with one paraprofessional.</p> <p>School Nutrition – With the passage of the Healthy, Hunger-Free Kids Act of 2010 (ACT), the National School Lunch Program now includes a new universal meal program, the Community Eligibility Option (CEO), which is being phased in over several years by USDA. CEO permits schools eligible if at least 40% of its students are certified for free meals through means other than Free and Reduced applications. SLM presently has one manager and eight assistant cook employees on staff.</p> <p>Special Education is a federally-funded service which supports children 3 – 21 years of age who meet eligibility guidelines in the following areas: Autism, Deaf/Blind, Deaf/Hard of Hearing, Emotional Behavioral Disorder, Intellectual Disability, Orthopedic</p>



Impairment, Other Health Impaired, Significantly Developmentally Delayed, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment. Special Education services are provided in all school systems in Georgia and are free of charge to parents. SLM presently has four self-contained special education classrooms, each with one certified special education teacher. There are also five special education teachers to serve K-5 students in co-taught segments, as well as, resource classrooms, and two speech teachers. SLM also has eight paraprofessionals serving special education students.

Homeless Educational Services is a federally-funded program designed to provide educational services with dignity and respect to students who meet the criteria for homelessness according to the McKinney-Vento Homeless Education Assistance Act. Students are required by law to have access to all services, programs, and activities provided by the Valdosta City School System.

Gifted - Gifted students are provided a differentiated curriculum in which the content, teaching strategies, and expectations of students' mastery have been appropriately modified for gifted students. Curriculum objectives focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping using principles of differentiation in one or more of the following content areas: Math, Science, Language Arts, and Social Studies. SLM presently has one full-time Gifted teacher.

Nurse – Local funding is provided for a school nurse. SLM presently has one school nurse.

Counseling - State funding is provided for a comprehensive school counseling program. The comprehensive school counseling program at SLM includes classroom guidance, small group counseling, individual counseling, parent consultations, teacher consultations, and coordination of a variety of activities throughout the year to encourage the academic, career, and social/emotional development of students. SLM presently has two school counselors.

Community Partners in Education - A program that works to unite the local school with local businesses and organizations for the benefit of our entire community. This program allows us to integrate the ideas and energy of our young people with the knowledge and experience of the business and civic community. Partners have the opportunity to enhance the learning environment in our public schools with their expertise, time, and financial or material resources.

21st Century Community Learning Center Partnership- Valdosta City Schools and The Boys & Girls Club of Valdosta are proud recipients of the 21st Century Community Learning Center program event. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours. Approximately 400 Valdosta City School students are served in after-school and summer programs at the David S. Waller Unit and Donald F. Reames Teen Center.



The partnership helps students meet standards in core academic subjects, such as reading and math. It also offers students a broad assortment of enrichment activities that can supplement their regular academic programs. The program offers literacy and other educational services to the families of participating students. Meals and transportation are provided.

The program works in close partnership with the school district by employing Valdosta City School teachers, utilizing student performance data to guide programming, and fostering a relationship between the school and the club to make informed decisions about academic and social issues. This team effort benefits students by promoting social and academic achievement and ultimately helping students to become productive members of our community.

Bright From the Start Pre-K Program-Valdosta City Schools proudly offers Prekindergarten (PK) programs in several of our elementary schools. The PK program is funded by the Georgia State Lottery and is considered to be one of the finest educational programs in the nation. There are always more children seeking spaces in PK than there are seats available, and for that reason the school district uses a lottery process as the fairest method of filling classes. The district currently has 9 PK classes and each class has a maximum class size of 22 children. The district continuously applies for new classes in order to increase enrollment opportunities. It is important to be aware that the PK program is an annual grant which must be approved with adequate funding from the state legislature in order for the program to continue and for additional classes to be established.

8(b). Description of how resources from Title I and other sources will be used.

B. Title I A- used to support instruction through additional personnel-class size reduce teacher(s), intervention specialists, academic coaches, professional learning activities, supplemental materials, parent involvement materials, and additional technology.

Title II- used to support professional learning, teacher quality endorsements, teacher recruitment, and fund substitutes for professional learning.

Title III - used to support ESOL services for students for whom English is a second language.

IDEA-used to support teachers, paraprofessionals, professional learning activities, and supplemental services

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

C. These programs are not applicable to elementary-aged students.



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*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Those activities are:

1. Maintain Professional Learning Communities that analyze data, student work, and plan instruction to assist and instruct students not proficient at meeting the standard or those who need to advance past the standard.
2. Increase the frequency of interventions to provide more opportunities than regular core instruction.
3. Provide Intervention Specialist for implementing research-based interventions (K-2 & 3-5).
4. Create opportunities for small flexible grouping.
5. Create opportunities for differentiated instruction of core curriculum.
6. Implement research-based interventions, such as Read180, System44, Dreambox, Waterford, Go Solve, iRead, MyOn, etc.
7. Continue to establish Co-teaching teams.
8. Provide Speech and Language interventions.
9. Provide intervention block in master scheduled.
10. Utilize Valdosta State University practicum students and tutors to assist struggling learners through small, flexible grouping or one-on-one instruction.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

A. Struggling students are identified through screening, progress monitoring, assessment, and report card data. The students who are still struggling after classroom interventions have been implemented for a period of time, are brought to the Pyramid of Intervention Team. The Pyramid of Intervention Team meets to evaluate student progress and help develop appropriate interventions for the specific student's needs.

The following measures are used to ensure that students' difficulties are identified on a timely basis:

1. Universal Screening three times per year (beginning, middle, and end)
2. Running Records
3. Myon Reports
4. Formative/Summative Assessments
5. Report Card Data
6. AR Data
7. Data collected by Intervention Specialists
8. Rigby Benchmarks
9. Dreambox Reports



10. iRead Reports

Intervention Specialists implement prescribed appropriate interventions for struggling students in math and literacy.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

B. S. L. Mason teachers participate in job embedded professional learning that is driven by the implementation of the School Improvement Plan, based on the identified needs of our students. The following are opportunities available for the teachers:

- Participation in a coaching cycle provided by the Academic Coach focused on an identified need.
- Training on implementation of Georgia Standards of Excellence
- Training on implementation of Journeys
- Training on Differentiated Instruction
- Training on researched-based classroom strategies
- Training on Guided Reading
- Training on Teacher Keys Effectiveness Evaluation System
- Training with contracted personnel or services on assessments and content instruction
- Identifying student misconceptions through analyzing student work
- Training on Content provided by Valdosta City Schools, our local RESA, and SLM's academic coach.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

C. Parents are welcome to request conferences with their child (ren)'s teacher(s) at S. L. Mason. Teachers also request conferences as the need arises (ex. drop in grades, change in behavior, etc). Teachers are provided with a template to use during Parent/Teacher Conferences that allows for explanation of what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community. Mandatory Pre-K conferences are held twice a year. Parents are also provided with opportunities to attend school workshops, at a variety of times during the day, with topics including, but not limited to Positive Behavior Intervention & Support, grade level standards, content, technology, and strategies for helping their child succeed in school.

10. Description of how individual student assessment results and interpretation will be provided to parents.

SLM teachers send home graded papers within three to six days of administration. Parents then have the opportunity to schedule a time to meet with the teacher to discuss the results. Grades are also provided on a grade-level report form and posted in Parent Portal, which is an online



gradebook database that parents can access from home. Midterm progress reports and end of the nine week's report cards are provided to the parents. These reports allow for teacher and parent comments, as well as, request by the teacher or parent to schedule a conference to discuss further progress of a child.

Student summary reports from individual assessment results (GMAS, CoGAT, GKIDS, STAR, etc.,) are sent home to parents. An announcement that the results are being sent home is also made using a rapid communication phone service, Facebook, and the school's website. After these results are sent home, administration, academic coaches, and teachers are available to conference with parents on their individual child's report to further assist parents in interpreting the results.

Parents are given access to Renaissance Place through Renaissance Home Connect. This allows parents to monitor their child's progress in Accelerated Reader. They can view this information from any computer with an Internet connection.

Parents can also setup an email link to receive emails showing their child's quiz or test results. Parents are given online access to Dreambox, Myon, and Journeys to check their child(ren)'s progress and help implement skills learned at school.

Universal Screening results (STAR Reading, STAR Math, High Frequency Words, Number Naming Fluency) are sent home to parents. Parents may contact their child's teacher to further discuss any interpretations needed. Universal Screening school-wide data is posted in the school's foyer.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

S.L. Mason's faculty collects and disaggregates data on a regular basis. The following are examples of the data used and the process:

Universal Screening Data: Academic Coach collects, compiles, and distributes the Universal Screening Data. Teachers analyze the data and prescribe instructional plans for intervention or enrichment.

Kindergarten Teachers will administer a pre-assessment during the first three weeks of school, using STAR Early Literacy. The assessment will provide information for teachers on where their students are beginning in progressing towards proficiency in the standards. A post-assessment will be given in May and used to measure each individual student's growth.

Dreambox: Teachers examine Dreambox progress, set individual student goals with each student, and track his or her progress.

Myon: Teachers pull Myon reports to examine students' time spent reading.



Reading Benchmark/Running Records: Teachers administer Rigby Reading Benchmarks throughout the school year. The benchmarks are analyzed and teachers determine the appropriate instructional level for each student. Daily running records are taken during Guided Reading. Once the record is analyzed, the teacher uses the information gained from the record to plan instruction.

AR Reports: Teachers view Accelerated Reader diagnostic reports and student records weekly to monitor independent reading progress. Teachers then conference with individual students on their progress and create new goals.

Report Card Grades: At the end of each nine weeks, once the system data is compiled, teachers meet with the Academic Coach to examine grade-level data compared to the system's data. Teachers collaborate to create a plan on next steps they need to take in instruction.

Pre-K teachers gather and analyze WSO. Collaboration occurs during their PLC.

Pyramid of Intervention: School level RTI coordinators and teachers meet to look at data of students in the Pyramid of Intervention. Based on the results, the team prescribes a plan of intervention and decides if the student needs to move up in the Tiers or down in the Tiers.

Statewide Longitudinal Data System (SLDS): Using the SLDS, teachers analyze their students' past data to help them make data-driven decisions to improve the students' learning.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Disaggregated assessment results are compared to state and system reports to ensure the results are valid and reliable. Data-driven decisions to improve student achievement are constructed by using our STAR, CCRPI, GMAS, and discipline data.

Measures are in place to ensure the standardization for Universal Screening. This is monitored by the Administrators.

Scoring directions are provided for all assessments and tasks. Prior to assessments being administered, staff is trained on appropriate procedures to be followed in order to ensure validity and reliability of disaggregated assessments results. Grade-level/Content teams take assessments and task collaboratively, which assist in the reliability and consistency of scoring. Trained staff oversees the administration of assessments to insure procedures are properly followed. During PLCs, teams follow a data protocol to analyze assessment data and make instructional decisions. The leadership team monitors data at the school level.

Grade reports are monitored by administration. Monitoring the grade reports ensures the validity of the curriculum grade requirements.

Academic Coach collaborates with teachers as they disaggregate assessment results and create plans for instruction to ensure the decisions made are based on reliable data.



Schoolwide/School Improvement Plan 2017-2018

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13. Provisions for public reporting of disaggregated data.
S. L. Mason's disaggregated data has been shared with the public in various ways. Standardized assessment data and STAR data are posted in the foyer of the school. Data may also be released and published in the Valdosta Daily Times by the Central Office. All data is available for parents and stakeholders in the Media Center and in the room of the Academic Coach.
14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
S. L. Mason's Leadership Team started the development of the School Improvement Plan at the Valdosta City Schools' June School Improvement Data Retreat by disaggregating school data and determining root causes. Goals, Initiatives, and Professional Learning Activities were established based on the results. The plan will continue to be updated and revised throughout using the Continuous Improvement Cycle and 45 Day Review. Representatives on the Leadership team will share, with staff, any updates or changes to the implementation plan through faculty and grade-level meetings.
15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
Teachers, Principals, Staff, Parents, Service Personnel, and S. L. Mason's Leadership Team developed the School Improvement Plan. The team consisted of: three administrators, one academic coach, grade-level representatives, and one support staff from central office. Upon plan approval from central office, the plan will be provided to all faculty, staff, and service personnel. The SIP will be a working document and will be subject to revisions throughout the year through using the Continuous Improvement Cycle. The Academic Coach will use the SIP to target coaching plans and to guide professional learning.
Parents and Community Involvement Parents will be invited to a Parent Session on August 29, and September 19, 2017. They will be given different options of scheduled times to participate. At this meeting, the Academic Coach, in collaboration with, Administrators, and VCS Director of Federal Programs, will present parts of our School Improvement Implementation Plan and acquire input from the participants.
16. Plan available to the LEA, parents, and the public.
Once the School Improvement Plan is completed and approved, a printed copy will be available in the school's front office, Academic Coach's room, and posted on the school's webpage. Parents are notified through written communication, all the locations where the plan can be found.
17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
The School Improvement plan will be translated into the parent's primary language, to the extent feasible, as requested by the parent.



<p>18. Plan is subject to the school improvement provisions of Section 1116.</p> <p>Title I operates as a school-wide program at S. L. Mason.</p> <p>Federal School Choice is not offered. Valdosta City Schools notifies parents of their rights under House Bill 251 (HB251) to exercise Intradistrict Transfers.</p> <p>S. L. Mason implements the Continuous Improvement Cycle throughout the school. The Cycle of Plan – Do – Check – Act is used to evaluate the School Improvement Plan every 45 days. Teachers also use the cycle in their planning and implementation of the curriculum.</p> <p>Assessment data (CCRPI, GMAS, GKIDS, Report Card Data, STAR, Needs Assessment Survey, Parent Survey, Attendance, and Discipline) is analyzed by the leadership team and is used to create and revise the School Improvement Plan. Teachers use formative and summative assessment data to drive their instruction for GSE and interventions. An example of this practice is the collecting and analyzing of diagnostic assessments, unit assessments, performance tasks, and STAR data. Teachers collaboratively analyze their data and create flexible groups based on the information gathered. They also share ideas and create ways to re-teach the standards and concepts missed. These meetings are documented. Another example of this practice is reading benchmarking. Students are benchmarked and teachers analyze the information gathered from the benchmark, create flexible groups, and design instruction based on the information.</p> <p>Stakeholders have an opportunity to be involved at SLM. Parents and Community Partners in Education are invited to participate in meetings, trainings, and academic nights throughout the year. Data is posted in the foyer of the school and a copy of our School Improvement Plan will be made available, when approved, in our school front office and on our school's website.</p> <p>The following actions and activities in the school showed to be effective: students reading more independently, training on analyzing running records, implementing number talks, providing intervention block in scheduling, increase use of data to drive instruction, implementing more Differentiated Instruction, implementing small group math instruction, improving questioning during math instruction, allowing time for vertical alignment and peer observations, school-wide focus on goal setting and conferencing, analyzing student work, taking common assessments together as a professional learning community in order to pre-think student errors in thinking and have consistency of scoring, implementation of the GSE Mathematics, collaboratively planning instruction for GSE ELA/Reading/Writing, implementing Positive Behavior Support, using Dreambox as a mathematical digital intervention, partnering with VSU for 1st grade tutors in reading, having two intervention specialists working with struggling readers, increasing the library hours and number of books available for check-out for students, and increasing opportunities for parent involvement. S. L. Mason's faculty and staff believe the above actions contributed to the improvements made in our student achievement.</p>



S. L. Mason Elementary School

School Implementation Plan

Mr. Kevin Daw

2017-2018



Schoolwide/School Improvement Plan 2017-2018

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SMART GOAL/AREA OF FOCUS: S. L. MASON WILL INCREASE THE PERCENTAGE OF STUDENTS PERFORMING IN/ABOVE THE EXPECTED GRADE LEVEL BAND BASED ON STAR READING DATA FROM THE 2016-2017 BASELINE TO THE 2017-2018 GOAL BELOW:

- **IN 1ST GRADE FROM 12% TO 22% AT/ABOVE LEXILE 190**
- **IN 2ND GRADE FROM 11% TO 21% AT/ABOVE LEXILE 420**
- **IN 3RD GRADE FROM 24% TO 34% AT/ABOVE LEXILE 520**
- **IN 4TH GRADE FROM 23% TO 33% AT/ABOVE LEXILE 740**
- **IN 5TH GRADE FROM 33% TO 43% AT/ABOVE LEXILE 830**

STUDENT ACHIEVEMENT **SUPERIOR SUPPORT SERVICES** **HIGH QUALITY WORK FORCE** **POSITIVE RELATIONSHIPS w/ ALL STUDENTS** **OTHER**

INITIATIVES Actions/Strategies/Interventions INCLUDE PROFESSIONAL DEVELOPMENT RELATED TO INITIATIVES	EFFECT SIZE	NON- NEGO- TIABLE (YES OR NO?)	RESOURCES NEEDED Materials, Training Cost, Supplies, Dues/Fees, Travel, Stipends, Subs, etc. SPECIFY FUNDING & SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	ACCOUNTABILITY	
						MONITORING OF INITIATIVES Artifacts documenting Initiatives	EVALUATING IMPACT ON STUDENT LEARNING Data to be used to evaluate Initiatives
Continue professional learning to effectively impact small group instruction, guided reading, Journeys and vocabulary/language acquisition	0.49	Yes	-Substitutes (\$3000 T1) -Stipends -Travel -Workshops, conferences, and training (\$300 T1) -Professional reading materials -Professional learning	Admin, AC, and Intervention Specialist	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Agendas -PLC sign-in sheets -Guide Reading lesson plans -Running records	-STAR Reading and Early Lit. -Observation data -Rigby and Lexile data -Formative assessments
Continue and refine student conferencing and teacher goal setting with feedback through professional learning communities	0.50	Yes	books and materials (\$1000 T1) -Coaching -Critical thinking resources -Other resources	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18	-PLC sign-in sheets -Conferencing forms	-STAR Reading data -AR, MyON,



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					Mar. '18 through May '18		
Provide high engagement opportunities, student choice and compacted curriculum (Trailblazer Pathway)	0.68	NO	books for supplemental materials (guided reading carts/books) (\$6,000 T1) -Social Studies themed literature -Intervention Specialist -Paper, ink, cartridge -Digital resources, subscription fees (MyOn, iRead, BrainPop, Read180/System 44, etc.) (about \$50,000 T1)) -Technology (Google Chromebooks, carts, iPads, etc.) (about \$45000 T1) -Tutors	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Lesson plans -Pacing guides	-STAR Reading data -Formative assessments



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SMART GOAL/AREA OF FOCUS: S. L. MASON WILL INCREASE THE COMBINED PERCENTAGES OF STUDENTS PERFORMING WITHIN QUARTILES 3 & 4 BASED ON STAR MATH DATA FROM THE 2016-2017 BASELINE TO THE 2017-2018 GOAL BELOW:

- IN 1ST GRADE FROM 62% TO 77%
- IN 2ND GRADE FROM 47% TO 65%
- IN 3RD GRADE FROM 42% TO 57%
- IN 4TH GRADE FROM 46% TO 61%
- IN 5TH GRADE FROM 36% TO 51%

STUDENT ACHIEVEMENT SUPERIOR SUPPORT SERVICES HIGH QUALITY WORK FORCE POSITIVE RELATIONSHIPS w/ ALL STUDENTS OTHER

INITIATIVES Actions/Strategies/Interventions INCLUDE PROFESSIONAL DEVELOPMENT RELATED TO INITIATIVES	EFFECT SIZE	NON- NEGO- TIABLE (YES OR NO?)	RESOURCES NEEDED Materials, Training Cost, Supplies, Dues/Fees, Travel, Stipends, Subs, etc. SPECIFY FUNDING & SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	ACCOUNTABILITY	
						MONITORING OF INITIATIVES Artifacts documenting Initiatives	EVALUATING IMPACT ON STUDENT LEARNING Data to be used to evaluate Initiatives
Increase effectiveness in implementation of Tier I instruction, including the use of the state frameworks, number talks, accountable talks, mathematical discourse, etc. through professional learning communities	0.82	Yes	-Substitutes (\$3000 T1) -Stipends -Travel -Workshops, conferences, and training (\$300 T1) -Professional reading -paper, ink, flipcharts, etc. (\$3000 T1)	Admin, AC, Teachers, and Intervention Specialist	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Agendas -PLC sign-in sheets	-STAR Math data -Observation data -Formative assessments
Continue and refine student conferencing and teacher goal setting with feedback through professional learning communities	0.50	Yes	Materials -Professional learning books and materials -Coaching -Critical thinking	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18	-PLC sign-in sheets -Conferencing forms	-STAR Math data -Dreambox data



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					Mar. '18 through May '18		
Implement advanced content and provide differentiated learning opportunities for high achieving students. (Trailblazer Pathway)	0.68	No	resources (M3 resources, etc.) \$1,000 -Intervention Specialist -Paper, ink, cartridge (\$3000 T1) -Digital resources,	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Lesson plans -Pacing guides -M3 (Mentoring Mathematical Minds)	-STAR Math data -Formative assessments
Continue to provide opportunities for STEM and Project Lead the Way through Talent Development and begin exposing other students and teachers to STEM lab activities	0.65	No	subscription fees -Technology (Google Chromebooks, carts, iPads, etc.) -Tutors -M3 and STEM supplies (\$1500 T1)	Admin, Gifted Teacher, Trailblazer Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Project Lead the Way Student Journals -Science Fair projects -STEM Day participation	-STAR Math data -Report card data



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SMART GOAL/AREA OF FOCUS: S. L. MASON WILL DECREASE THE PERCENTAGE OF TEACHERS LEAVING FROM THE 2016-2017 SCHOOL YEAR BY DECREASING THE CERTIFIED STAFF TURNOVER RATE FROM 31% TO 11% FOR THE 2017-2018 SCHOOL YEAR, EXCLUDING PROMOTIONS AND RETIREES.							
<input type="checkbox"/> STUDENT ACHIEVEMENT <input type="checkbox"/> SUPERIOR SUPPORT SERVICES <input type="checkbox"/> HIGH QUALITY WORK FORCE <input type="checkbox"/> POSITIVE RELATIONSHIPS w/ ALL STUDENTS <input type="checkbox"/> OTHER							
INITIATIVES Actions/Strategies/Interventions INCLUDE PROFESSIONAL DEVELOPMENT RELATED TO INITIATIVES	EFFECT SIZE	NON- NEGOTIABLE (YES OR NO?)	RESOURCES NEEDED Materials, Training Cost, Supplies, Dues/Fees, Travel, Stipends, Subs, etc. SPECIFY FUNDING & SOURCE	PERSON(S) RESPONSIBLE	TIMELINE	ACCOUNTABILITY	EVALUATING IMPACT ON STUDENT LEARNING Data to be used to evaluate Initiatives
						MONITORING OF INITIATIVES Artifacts documenting Initiatives	
Provide professional learning for teachers based on needs assessments and survey results: <ul style="list-style-type: none"> Classroom Management Cultural Awareness Understanding Behaviors Google 101 Writing Reciprocal Teaching STEM Mathematical Discourse Student Engagement, etc. 	0.51	NO	-Morning Meeting Book (Responsive Classroom) - Other Responsive Classroom Books -Rewards, incentive, treats (\$5000 Fundraiser) -Guest speakers -Substitutes -Stipends -Workshops, conferences, trainings	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Agendas -Sign-in sheets -Observations of behaviors and academics -Calendar/Reminders (101)	-Observation data -Discipline data
Provide learning opportunities for the whole child through implement PBIS using the state frameworks with fidelity, morning meetings, and coordinated services with APEX and other outside agencies.	0.68	NO	-Teacher resource books -Professional learning books and materials -Materials, resources, manipulatives, equipment, and supplemental materials -PBIS tracker program (PBIS Rewards)	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Agendas -Sign-in sheets -Observations of behaviors	-Observation data -Discipline data -Attendance data



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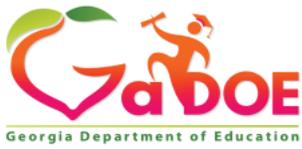
Implement morning meetings to promote positivity and social skills to build student/teacher relationships.	0.72	NO	-Technology (Chromebooks, iPads, tablets, laptops, projectors, cameras, etc.) -Book <i>Engaging Students with Poverty in Mind</i>	Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Observations -Lesson plans -PLC agendas	-Observation data -Discipline data -Attendance data
Continue effective teacher induction plan.	0.51	NO		Admin and AC	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Agendas -Sign-in sheets -IPT Portfolio	-Observation data -IPT Portfolio - Completed mentor forms
Create and implement committees to support the needs of SLM.	N/A	NO		Admin, AC, and Teachers	Aug. '17 through Oct. '17 Jan. '18 through Mar. '18 Mar. '18 through May '18	-Agendas -Sign-in sheets -Calendar of events	-Attendance data -Discipline data

**VALDOSTA CITY SCHOOLS
EVALUATING THE SCHOOL IMPROVEMENT PLAN**

SCHOOL:

2017-2018

GOAL/AREA OF FOCUS FROM THE IMPLEMENTATION PLAN	DID NOT MEET	MADE PROGRESS	MET	EXCEEDED
	<i>List Data Target Achieved for Goal/Area of Focus in the Appropriate Column</i>			
Example: School will increase the % of students who meet or exceed the standards on CRCT Reading for 7 th grade students from a baseline of 94% in 2013 to 98% in 2014.			98.5%	



**VALDOSTA CITY SCHOOLS
 EVALUATING THE SCHOOL IMPROVEMENT PLAN**

SCHOOL:

2017-2018

COLLEGE & CAREER READY PERFORMANCE INDEX

INDICATORS	2014 CCRPI	2015 CCRPI	2016 CCRPI	2017 CCRPI
ACHIEVEMENT				
CONTENT MASTERY				
READINESS				
GRADUATION				
PROGRESS				
ACHIEVEMENT GAP				
EXCEEDING THE BAR				
EL/ED/SWD PERFORMANCE				
CHALLENGE POINTS TOTAL				
CCRPI SCORE				