ATLANTA PUBLIC SCHOOLS

Making A Difference

2014-2015

GARDEN HILLS ELEMENTARY SCHOOL PLAN FOR
IMPROVING STUDENT SUPPORT AND ACHIEVEMENT

EST. 1938

GARDEN HILLS
ELEMENTARY

CONTINUOUS IMPROVEMENT PLANNING TEAM

Name	Position/Title
Tommy Usher	Principal
Tracey Scott	Assistant Principal
Tabitha Stroud	Instructional Coach
Krista Reilly	Instructional Coach
John Gaither	Counselor
Everett Jolly	Media Specialist
Byron Purnell	Special Education Lead Teacher
Shelbrell Partridge	Kindergarten Teacher
Melanie Roman	First Grade Teacher
Leigh Ann West	Second Grade Teacher
Katy Brown	Third Grade Teacher
Rasheda Aquil	Fourth Grade Teacher
Debbie Briggs	Fifth Grade Teacher
Paige Lefont	Gifted Teacher
Tene Johnson	P.E. Teacher
Parent and Community Members	
Karen Flanders	Foundation
Heather Martin	PTA
Ned Underwood	Foundation/LSC
Kim Nolte	PTA

Mission, Vision and Goals

Vision:
The vision of Garden Hills Elementary School is to develop inquiring, knowledgeable and caring young people who are well-informed and respectful of others.

Mission:
The mission of Garden Hills is to educate all students through a student-centered, trans-disciplinary approach to teaching and to promote intercultural understanding and respect as an essential part of life.

Goals:
1. Develop and implement a more systematic process to ensure academic achievement, relative to the CCGPS, for all students.
2. Strengthen teacher effectiveness in instruction through high quality, job-embedded professional learning.

School Name: Garden Hills Elementary School   Principal Name: Tommy P. Usher   School Year: 2014-2015

DATA

Data Source:
- 2014 CRCT Data
- 2014 Value Added Data
- 2014 ACCESS Scores
- 2014 Audit/screening of Student Support Team (SST) files

Strength(s):
- English Language Arts (ELA), Mathematics, Reading, Science Social Studies – Average growth in all subgroups. Students demonstrated average growth based upon previous CRCT achievement.
- Reading - 96% of tested student met and/or exceeded on 2014 CRCT.
- English Language Arts (ELA) – 93% of tested student met and/or exceeded on 2014 CRCT.
- Math - 90% of tested student met and/or exceeded on 2014 CRCT.

Area(s) of Concern:
- English Language Learners (ELL) and Students with Disabilities (SWD) demonstrated lower growth than non-ELL and non-SWDs.
- Science and Social Studies had fewer than 85% of students meeting and/or exceeding standards.
- There is a need for a systemic process that will assist our school in determining skills/concepts that need to be remediated at Tier 1 as well as identifying students who need additional support at Tiers 2, 3, and 4.
- Professional development and support needed for teachers with the planning and implementation of Units of Inquiry which are Science and/or Social Studies based units.

Prioritized Need(s):
After analyzing student growth data (based on 2014 CRCT) and ACCESS scores from 2014 we have identified the following area(s) as our most urgent needs:
- Data-Driven Differentiated learning across content areas
- Implementation of RTI components at Tiers 1, 2, 3 and 4
- Adherence to referral process for SST and Support/Specialized Services
- Professional learning to help with differentiation, IB and to support implementation of SST/RTI protocols

School Name: Garden Hills Elementary School **Principal Name:** Tommy P. Usher **School Year:** 2014-2015

Objective: GHES teachers will challenge and support each student's learning by providing rigorous instruction aligned to the Common Core Georgia Performance Standards (CGPS) through the International Baccalaureate (IB) Units of Inquiry.

Focus Area: Rigorous & Relevant Curriculum and Teacher & Leader Effectiveness

Measureable Goal(s): By the end of the 2014-2015 school year, 100% of PYP students will receive instruction via the 6 required units.

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs & Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	**Evidence**
TKES: 2,3,4,5,6 & 8	✓ Revise/align school-based Scope & Sequence docs with state and district curriculum guides.	June – Aug.	District Resources	Principal and Leadership Team	✓ IB Units	Teachers will have a better understanding of district and state
LKES: 1, 2, 3, & 6	✓ Provide teachers with IB authorized training	Aug. – May	District and/or PTA	Teachers	✓ Scope & Sequence docs.	curriculum guides and how to use them within IB
	✓ Provide support from PYP Coordinator	Aug. – May	District	PYP Coordinator	✓ Lesson Plans	framework
	✓ Incorporate Social Studies & Science text into Reading lessons and other content areas as appropriate.	Aug. – May	No Cost	Instr. Coach	✓ PLC agenda/minutes	Increase efficiency in planning and delivery of instruction
	✓ Review/reflect on school's implementation of IB units of inquiry	Every 9 weeks	No Cost			

School Name: Garden Hills Elementary School **Principal Name: Tommy P. Usher** **School Year: 2014-2015**

Objective: To develop English language proficiency using second language methodology through explicit instruction in listening, speaking, reading, and writing in all academic areas.

Focus Area: **Rigorous & Relevant Curriculum and Teacher & Leader Effectiveness**

Measureable Goal(s): The language proficiency of ESOL students in grades 1-5 will improve by 7% on the 2015 ACCESS test.

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	**Evidence**
TKES: 2,3,4,5,6 & 8 **LKES:** 1, 2, 3, & 6	✓ Collect and analyze diagnostic/formative assessment data	Every 9 weeks	Title-I	Principal Leadership Team Teachers	✓ Data Sheets ✓ STAR Reports ✓ Lesson Plan Review ✓ Formal/Informal Obs.	Teachers will plan according to the learning needs of students
	✓ More focused approach to using research-based instructional strategies for EL learners.	Aug. – May	No Cost			
	✓ Focused ESOL Co-Teaching/Push-In model planned and implemented	Aug. - May		Teachers	✓ Teacher Conferences ✓ Student Work ✓ PLC Notes ✓ Enrollment in ESOL class	EL learners will receive instruction via co-teaching and pull-out for newcomers
	✓ Refrain from using a "one-size fits all" approach to teaching. Plan/implement a mixture of whole group, small/guided and project-based learning opportunities.	Aug. – May	No Cost	Teachers		ESOL, EIP, Special Education & homeroom teachers will collaborate/plan based on student performance data
	✓ Frequently measure/monitor student growth throughout the school year using STAR Assessments, CAAS, Accelerated Reader goals, & teacher generated assessments	Aug. – May	No Cost	Principal Leadership Team Teachers		
	✓ ESOL Endorsement class provided.	Aug. - May	No Cost	Principal Office of World Languages		Teachers will learn research-based strategies for teaching EL learners

School Name: Garden Hills Elementary School   **Principal Name:** Tommy P. Usher   **School Year: 2014-2015**

Objective: To provide high quality instruction to all students and provide targeted research-based interventions (RTI) to students that need it.

Focus Area: Rigorous & Relevant Curriculum

Measureable Goal(s): Increase the percentage of students receiving Tier1&2 instruction while decreasing the number of students in Tier 3 by 15 students as outlined in the school's Pyramid of Intervention.

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
TKES: 2,3,4,5,6 & 8 **LKES:** 1, 2, 3, & 6	✓ Teachers review student data with teaching teams (EIP, ESOL, Special Education, and Gifted) as appropriate in an effort to plan for all students in Tiers 1, 2, 3.	Aug. – Sept. then every 9 weeks	No cost, CRCT, ACCESS, WAPT, STAR Universal Screeners	Teachers Instructional Coaches SST/RTI Specialist	✓ Data Reports ✓ Lesson Plans ✓ Observations ✓ Teacher Conferences	Students grouped based on learning needs Teachers can explain how data drives planning
	✓ Effectively monitor student growth/performance throughout the year using STAR, CAAS, and Accelerated Reader and teacher/grade level assessments.	Aug. – May	STAR Growth Reports, AR Goal Reports, CAAS	Principal Leadership Team Teachers	✓ Grouping Lists ✓ Student Work ✓ PLC Notes ✓ RTI Log ✓ SST Log ✓ Reading binders from trainings	Teachers can explain student growth patterns Teachers can identify and use research-based intervention strategies to support students that need additional help.
	✓ Utilize targeted interventions found in GHES SST/RTI resource manual and APS district intervention website.	Aug. – May	GHES RTI/SST guidebook/APS Website, Recipe for Reading	SST/RTI Specialist		Teachers will consistently monitor and plan for any all students needing more instructional support
	✓ Co-planning with the SST/RTI Specialist	Monthly	Interventions book	Teachers and SST/RTI Specialist		
	✓ Teachers trained in the Complete Reading Series	Aug. – May		Georgia Education Training Agency Renaissance Learning		Teachers will have deeper knowledge of the 5 areas of reading and reading based disabilities
	✓ STAR, AR data training	Aug. Sept. Oct.	Georgia Education Training Agency Renaissance Learning			