

SCHOOL IMPROVEMENT PLAN
Newton County Schools
Cover Page

School Name: _____ Oak Hill Elementary _____

Name of Principal: _____ Brenda Gammans _____ **School Year:** _____ 2009-2010 _____

Title I: School-Wide Program: _____ X _____ **Targeted Assistance:** _____

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

Sanctions Implementing (Select all that apply):

_____ X _____ **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2009.)

_____ **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2009.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2010.)

Principal's Signature: _____ **Date:** _____

Title I Director's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

**School Improvement Plan
Newton County Schools
2009-2010**

School Name: *Oak Hill Elementary*

School Year: 2009-10

Action Plan for Reading

Measurable Goals:

By SY 2012, 90% of students will score at or above grade level in Reading as measured by the GCRCT.

Increase student achievement in Reading as measured by the GCRCT, with a minimum of 95% test participation for all student groups:

- Grade 1 from 91% meeting/exceeding standards in SY2009 to more than 90% meeting/exceeding standards in SY2010.
 - Black Students in Grade 1 from 84% meeting/exceeding standards in SY2009 to 85% meeting/exceeding standards in SY2010.
- Grade 2 from 88% meeting/exceeding standards in SY2009 to 90% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 2 from 38% meeting/exceeding in SY2009 to 45% meeting/exceeding standards in SY2010.
- Grade 3 from 88% meeting/exceeding standards in SY2009 to 90% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 3 from 66% meeting/exceeding in SY2009 to 70% meeting/exceeding standards in SY2010.
- Grade 4 from 92% meeting/exceeding standards in SY2009 to more than 90% meeting/exceeding standards in SY2010.
 - Black students in Grade 4 from 84% meeting/exceeding standards in SY2009 to 85% meeting/exceeding standards in SY2010.
- Grade 5 from 84% meeting/exceeding standards in SY2009 to 86% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 5 from 41% meeting/exceeding in SY20089 to 50% meeting/exceeding standards in SY2009.

Specific Academic Areas within Content (domains) to be addressed:

Comprehension (gr. 1-5)

Information & Media Literacy (gr. 4 & 5)

Literary Comprehension (gr.3 - 5)

Reading for Information (gr. 3)

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Each grade level will develop and use grade level at-risk lists that show strengths and weaknesses for all students in the area of reading. All supplemental teachers will participate in the development of grade level at-risk lists and use them in planning instruction.	Aug. 2009-on-going	\$300 School Budget	Teachers (All) Asst. Principal	Reports from: DIBELS, GKIDS STAR Testing EIP Checklists Title I Checklists EBIS STEEP	ITBS Results, CRCT Results, Reports from DIBELS, GKIDS, STAR, & Benchmarking (OAS). CogAT, STEEP
Monitor the implementation of the aligned, curriculum in reading with all students, including students with disabilities. Teachers will use a variety of resources to supplement direct instruction in reading including Houghton-Mifflin materials, Accelerated Reader, etc.	Aug. 2009-On-going	\$200 Library Budget	Teachers Asst. Principal Principal Media Specialist	AR Tests STAR Tests SRA Benchmarks (OAS) Houghton-Mifflin Unit Tests eLearn sites	ITBS Results, CRCT Results, Reports from DIBELS, GKIDS, STAR, & Benchmarking (OAS). CogAT, STEEP
All teachers will utilize Learning Focused School (LFS) strategies with special emphasis on acquisition lessons, essential questions, graphic organizers, activating and accelerating learning, cognitive thinking strategies, summarizing, extending and refining activities, deductive and inductive reasoning, assessment, unit planning and other effective teaching strategies. Staff Development will include Know-Understand-and Do (KUD)	Aug. 2009-On-going	\$0	Teachers Asst. Principal Principal	Lesson Plans Observations both formal and informal	ITBS Results, CRCT Results, Reports from DIBELS, STAR, & Benchmarks, Houghton-Mifflin Unit Tests, STEEP tests

<p>Supplemental teachers will provide differentiated support to targeted students using SRA Corrective Reading. Special education teachers will provide resource services to students with disabilities as appropriate in grades K-5. Domain weaknesses will be included in areas addressed through supplemental services.</p>	<p>Aug. 2009-On-going</p>	<p>\$200 Title I Budget (anticipated)</p>	<p>Sp. Ed., EIP, and Title I Teachers Asst. Principal</p>	<p>Lesson Plans Teacher Checklists Professional development sign-in sheets; team planning minutes centers</p>	<p>ITBS Results, CRCT Results, Reports from DIBELS, STAR, & Benchmarks, Houghton-Mifflin Unit Tests, Steep tests</p>
<p>Provide instructional extension program for students scoring below 800 on the reading CRCT in grades 3 and 5 and other students that are identified by the teachers in Title I, EIP, Regular Ed. or Special Education that need extra time to master GPS skills. Utilize CRCT on-line released test items, and the On-line Assessment System (OAS) to reinforce skill development in areas of weakness. Utilize computer lab to access OAS.</p> <p><i>IF APPROVED AFTER Budget cuts!</i></p>	<p>Jan. 2010-March 2010</p>	<p>\$TBA Instructional Extension Budget (if funded)</p>	<p>Principal Asst. Principal Selected Teachers Computer lab para</p>	<p>Instructional Extension lesson plans OAS Reports Inst. Ext. Pre-test/Post Test</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports, STEEP reports</p>
<p>Each grade level (1-5) will create tests for Reading from the domains using OAS. Teachers will modify their instruction to make sure that all students are exposed to all the GPS in reading. Students that have not mastered the domain will receive remediation from their teacher(s).</p> <p>All teachers have received training in differentiated instruction. The teachers will begin to use differentiated instruction in reading to cover all the GPS in their grade level. This will include the use of literacy centers in grades 1-5.</p>	<p>August 2009-On-going</p>	<p>\$0</p>	<p>Principal Asst. Principal Selected Teachers</p>	<p>Lesson Plans Grade Level Minutes Copies of Sign-in Sheets</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports; STEEP reports</p>

<p>Share the school's reading goals and Adequate Yearly Progress (AYP) information with parents. Offer sessions for parents to learn how to provide additional support for their children at home.</p> <p>Conduct Curriculum Night and parent meetings for each grade level to inform parents of grade level expectations, ways to help children succeed in school, and student retention policies (K-5).</p> <p>Provide parents with information on how to access CRCT on-line practice.</p> <p>Conference with parents on students' strengths and weaknesses. Conference with parents on how they can help their child at home.</p>	<p>Aug. 2009- May 2010</p>	<p>\$0 School Budget</p>	<p>Teachers Asst. Principal Principal Counselors</p>	<p>Sign-in Sheets</p> <p>Copy of Information /Letters sent Newsletters on the website</p> <p>Home-School Connection letters</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports, STEEP reports</p>
<p>All teachers and students will have access to the Study Island program to practice CRCT skills that have been taught in reading in grades 3-5.</p>	<p>Sept. 2009- May 2010</p>	<p>\$2000 Title I Budget</p>	<p>Teachers Asst. Principal Computer Lab Para</p>	<p>Study Island Reports</p>	<p>Study Island Reports</p>

**School Improvement Plan
Newton County Schools
2009-2010**

School Name: *Oak Hill Elementary*

School Year: 2009-10

Action Plan for English/Language Arts

Measurable Goals:

By SY 2012, 90% of students will score at or above grade level in English/Language Arts as measured by the GCRCT.

Increase student achievement in English/Language Arts as measured by the GCRCT, with a minimum of 95% test participation for all student groups:

- Grade 1 from 89% meeting/exceeding standards in SY2009 to 90% meeting/exceeding standards in SY2010.
 - Black students in Grade 1 from 82% to meeting/exceeding standards in SY2009 to 83% meeting/exceeding standards in SY2010.
- Grade 2 from 85% meeting/exceeding standards in SY2009 to 87% meeting/exceeding standards in SY 2010.
 - Students with Disabilities in Grade 2 from 38% meeting/exceeding in SY2009 to 48% meeting/exceeding standards in SY2010.
- Grade 3 from 87% meeting/exceeding standards in SY2009 to 88% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 3 from 67% meeting/exceeding in SY2009 to 68% meeting/exceeding standards in SY2010.
- Grade 4 from 91% meeting/exceeding standards in SY2009 to greater than 90% meeting/exceeding standards in SY2010.
 - Males in Grade 4 from 85% meeting/exceeding in SY2009 to 87% meeting/exceeding standards in SY2010.
- Grade 5 from 91% meeting/exceeding standards in SY2009 to greater than 90% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 5 from 47% meeting/exceeding in SY2009 to 50% meeting/exceeding standards in SY2010.

Specific Academic Areas within Content (domains) to be addressed:

Research (gr. 1 & 2)

Grammar/Phonics (gr. 1 & 2)

Grammar/Sentence Construction (gr. 2,3-5)

Research & Writing Process (gr. 3-5)

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Each grade level will develop and use grade level at-risk lists that show strengths and weaknesses for all students in the area of English/Language Arts. All supplemental teachers will participate in the development of grade level at-risk lists and use them in planning instruction.	Aug. 2009-on-going	\$0	Teachers (All) Asst. Principal	EIP Checklists Title I Checklists HM LA books/ Workbooks OAS Benchmark	ITBS Results, CRCT Results, Reports from OAS Benchmarks Report
All teachers will utilize Learning Focused School (LFS) strategies with special emphasis on acquisition lessons, essential questions, graphic organizers, activating and accelerating learning, cognitive thinking strategies, summarizing, extending and refining activities, assessment, unit planning and other effective teaching strategies. K-U-D strategies will be stressed throughout the year.	Aug. 2009-On-going	\$0	Teachers Asst. Principal Principal	Lesson Plans Observations both formal and informal	ITBS Results, CRCT Results, Reports from OAS benchmarks Houghton-Mifflin Tests,
Teachers will implement Daily Oral Language (DOL) in every classroom, including Special Needs Classrooms.	Aug. 2009-May 2010	\$0	Teachers Asst. Principal	Lesson Plans Observations both formal and informal	CRCT Results, Houghton-Mifflin Tests, OAS Tests
Provide instructional extension program for students scoring below 800 on the Language Arts on CRCT in grades 3 and 5 and other students that are identified by the teachers in Title I, EIP, Regular Education or Special Education that need extra time to master GPS skills. Utilize CRCT on-line released test items, and the On-line Assessment System (OAS) to reinforce skill development in areas of weakness. Utilize computer lab to access OAS. <i>If funded in the budget.</i>	Jan. 2010-Mar. 2010	Instructional Extension Budget <i>(if funded)</i>	Principal Asst. Principal Selected Teachers Computer lab para	Instructional Extension lesson plans OAS Reports Inst. Extension Pre-test/Post Tests	CRCT Results, Houghton-Mifflin Tests, OAS Benchmark Reports

<p>Each grade level (1-5) will create tests for English/Language Arts from the domains using OAS. Teachers will modify their instruction to make sure that all students are exposed to all the GPS in English/Language Arts. Students that have not mastered the domain will receive remediation from their teacher(s).</p> <p>All teachers have received training in differentiated instruction and in LFS. The teachers will continue to use differentiated instruction and LFS strategies in English/Language Arts to cover all the GPS in their grade level.</p>	<p>August 2009-On-going</p>	<p>\$0</p>	<p>Principal Asst. Principal Teachers</p>	<p>Lesson Plans Grade Level Minutes Copies of Sign- in Sheets</p>	<p>CRCT Results, Houghton-Mifflin Tests, OAS Reports</p>
<p>Each grade level will focus on the elements of the writing process. LFS strategies will be used to reinforce the writing process.</p> <p>Students in grades 3-5 will maintain a writing portfolio throughout the year. It will be reviewed by the teacher and used as an aide to plan writing instruction.</p>	<p>August 2009-On-going</p>	<p>\$200 School Budget</p>	<p>Principal Asst. Principal Teachers</p>	<p>Lesson Plans Grade Level Minutes Copies of Sign- in Sheets Students' Writing Portfolios</p>	<p>CRCT Results, Houghton-Mifflin Tests, OAS Reports, Students' Writing Scores in 3rd and 5th Grade</p>

<p>Share the school's goals and Adequate Yearly Progress (AYP) information with parents. Offer sessions for parents to learn how to provide additional support for their children at home.</p> <p>Conduct Curriculum Night and parent meetings to inform parents of grade level expectations, ways to help children succeed in school, and student retention policies (K-5).</p> <p>Provide parents with information on how to access CRCT on-line practice.</p> <p>Conference with parents on students' strengths and weaknesses. Conference with parents on how they can help their child at home.</p>	<p>Aug. 2009- May 2010</p>	<p>\$0</p>	<p>Teachers Asst. Principal Principal Counselors</p>	<p>Sign-in Sheets Copy of Information /Letters sent</p>	<p>CRCT Results, Houghton-Mifflin Unit Tests, OAS Reports</p>
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**School Improvement Plan
Newton County Schools
2009-2010**

School Name: *Oak Hill Elementary*

School Year: 2009-10

Action Plan for Mathematics

Measurable Goals:

By SY 2012, 90% of students will score at or above grade level in Mathematics as measured by the GCRCT.

Increase student achievement in Mathematics as measured by the GCRCT, with a minimum of 95% test participation for all student groups:

- Grade 1 from 92% meeting/exceeding standards in SY2009 to greater than 90% meeting/exceeding standards in SY2010.
 - Black students in Grade 1 from 88% meeting/exceeding standards in SY 2009 to 90% meeting/exceeding standards in SY 2010.
- Grade 2 from 83% meeting/exceeding standards in SY2009 to 84% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 2 from 46% meeting/exceeding in SY2009 to 50% meeting/exceeding standards in SY2010.
- Grade 3 from 78% meeting/exceeding standards in SY2009 to 80% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 3 from 67% meeting/exceeding in SY2009 to 68% meeting/exceeding standards in SY2010.
- Grade 4 from 72% meeting/exceeding standards in SY2009 to 75% meeting/exceeding standards in SY2010.
 - Black students in Grade 4 from 63% to meeting/exceeding standards in SY2009 to 68% meeting/exceeding standards in SY2010.
- Grade 5 from 77% meeting/exceeding standards in SY2009 to 78% meeting/exceeding standards in SY2010.
 - Students with Disabilities in Grade 5 from 53% meeting/exceeding in SY2009 to 60% meeting/exceeding standards in SY2010.

Specific Academic Areas within Content (domains) to be addressed:

Geometry (gr. 4)

Data Analysis (gr. 1, 2, 3)

Algebra (gr. 3- 5)

Measurement (gr. 1-5)

Number and Operations (gr. 3 -5)

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Each grade level will develop and use grade level at-risk lists that show strengths and weaknesses for all students in the area of mathematics. All supplemental teachers will participate in the development of grade level at-risk lists and use them in planning instruction.	Aug. 2009-on-going	\$0	Teachers (All) Asst. Principal	EIP and Title I Checklists OAS Tests Harcourt Tests	ITBS Results, CRCT Results, Harcourt Tests, OAS Tests
Monitor the implementation of the curriculum in math with all students, including students with disabilities. Teachers will use a variety of resources to supplement instruction in math. K-2 will supplement the new Harcourt Program using the county developed units.	Aug. 2009-May 2010	\$0	Teachers Asst. Principal Principal	OAS Tests Harcourt Tests	ITBS Results, CRCT Results, Harcourt Tests, OAS Tests
All teachers will utilize Learning Focused School (LFS) strategies with special emphasis on acquisition lessons, essential questions, graphic organizers, activating and accelerating learning, cognitive thinking strategies, summarizing, extending and refining activities, assessment, unit planning and other effective teaching strategies.	Aug. 2009-On-going	\$0	Teachers Asst. Principal Principal	Lesson Plans Observations both formal and informal	ITBS Results, CRCT Results, Harcourt Tests, OAS Tests

<p>Supplemental teachers will provide differentiated support to targeted students. Harcourt Math, On-line math assessment practice materials and manipulatives will be used to strengthen math skills. Special education teachers will provide resource services to students with disabilities as appropriate. The Mastering Math Curriculum will be used with selected students with disabilities. Domain weaknesses will be included in areas addressed through supplemental services. Study Island will be used to reinforce skills in grades 3-5.</p>	<p>Aug. 2009- On-going</p>	<p>\$200 Special Education Budget/Regular Education budget</p>	<p>Teachers Asst. Principal Principal</p>	<p>OAS Tests Harcourt Tests</p>	<p>CRCT Results, Harcourt Tests, OAS Tests</p>
<p>Provide instructional extension program for students scoring below 800 on the math CRCT in grades 3 & 5. Utilize Harcourt materials, to reinforce skill development in areas of weakness. Utilize computer lab to access OAS tests. The new Harcourt materials for on-line will be used.</p> <p><i>This will be done if it is funded.</i></p>	<p>Jan. 2010 - March 2010</p>	<p>\$TBA <i>(if funded)</i></p>	<p>Asst. Principal Selected Teachers Computer Lab para</p>	<p>Instructional Extension lesson plans OAS Reports Inst. Ext. Pre- test/Post Test</p>	<p>CRCT Results, Harcourt Tests, OAS Tests</p>

<p>Share the school's goals and Adequate Yearly Progress (AYP) information with parents. Offer sessions for parents to learn how to provide additional support for their children at home.</p> <p>Conduct Curriculum Night and parent meetings for each grade level to inform parents of grade level expectations, ways to help children succeed in school, and student retention policies (K-5).</p> <p>Provide parents with information on how to access CRCT on-line practice.</p> <p>Conference with parents on students' strengths and weaknesses. Conference with parents on how they can help their child at home.</p>	Aug. 2009- May 2010	\$0	Teachers Asst. Principal Principal Counselors	Sign-in Sheets Copy of Information /Letters sent	CRCT Results, Harcourt Tests, OAS Reports
Students with math weaknesses will participate in the I-Succeed math program in grades 3-5 in a before school program.	Sept. 2009- May 2010	\$0	Teachers Asst. Principal Computer para	I-Succeed Reports	I-Succeed Reports
All K-5 teachers have received training on differentiation and using LFS strategies in mathematics.	Aug. 2009- May 2010	\$0	Teachers Asst. Principal Principal	Sign-in Sheets Lesson Plans	CRCT Results, Harcourt Tests, OAS Reports
All teachers and students will have access to the Study Island program to practice CRCT skills that have been taught in mathematics in grades 3-5.	Sept. 2009- May 2010	\$2000 Title I budget	Teachers Asst. Principal	Study Island Reports	Study Island Reports

Action Plan for Special Education, Differentiation, and Co-teaching

School Improvement Plan for Kindergarten

Action Plan for Improving Parent Involvement

