Ralph Bunche, Johnston and Oak Grove Preschool Centers
2016-17
School Improvement Plan

Donna H. Adams, Principal
School Profile

The Cherokee County School District Major System Priorities provide the foundation and rationale for all objectives of the District's three preschool centers. Four integral elements include quality teaching and learning: engaging, everyday interactions with children; choosing and implementing a strong curriculum; using regular assessment of children's skills, and individualized teaching. These foundational principals are the building blocks that foster preschool children’s learning and development.

The Ralph Bunche/Johnston/Oak Grove Preschool Program provides a comprehensive full day experience for children who meet application criteria for Head Start or Bright From The Start Georgia Lottery-funded Pre-K programs. The program also provides full day, half day facility-based, co-taught and collaborative inclusion, as well as community-based preschool intervention opportunities for 3- and 4-year-old students who meet eligibility criteria for special education services.

School Improvement Plan Design Team:

<table>
<thead>
<tr>
<th>Donna Adams-Principal</th>
<th>Connie Gonyea-Curriculum Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Thom-Assistant Principal</td>
<td>Chelsea Hutcheson-Teacher</td>
</tr>
<tr>
<td>Darby Bewley-Teacher</td>
<td>Lindsey Lark-Teacher</td>
</tr>
<tr>
<td>Wanda Bruce-Teacher</td>
<td>Lori Rich-Teacher</td>
</tr>
<tr>
<td>Anne Marie Corley-Teacher</td>
<td>Stephanie Timbol-Teacher</td>
</tr>
<tr>
<td>Jennifer Fowler-Teacher</td>
<td></td>
</tr>
</tbody>
</table>

A. **CHEROKEE COUNTY SCHOOL DISTRICT’S MISSION STATEMENT:**

*We, the School Board of the Cherokee County School District, are committed to educating the emerging generation through learning environments designed to increase the performance of all students.*

B. **CHEROKEE COUNTY SCHOOL DISTRICT’S BELIEF STATEMENTS:**

- All students deserve the opportunity to learn, achieve success and become productive citizens.
- Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
- Learning is achieved through the use of a variety of effective teaching techniques.
- A safe and secure environment is essential for teaching and learning.
- All students should be taught by teachers and parents how to learn and how to become lifelong learners. All students deserve equal access to a quality education.
- Quality education requires quality staff, programs, facilities, equipment and technology.
- Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
- Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
- All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
- Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
- All schools should be accountable for improving student achievement.
- All schools should reflect school-based, participatory management.
- All students must be prepared to function effectively in a knowledge-based, technologically-rich and culturally-diverse 21st century.
- All staff should have access to results-driven professional development and training which is aligned with the School Board’s Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.
C. **CHEROKEE COUNTY SCHOOL DISTRICT’S MAJOR SYSTEM PRIORITIES:**

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.
2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.
3. Insuring that all students and staff have a safe and secure environment for teaching and learning.
4. Attracting, retaining, and training the best teachers, principals, and support staff.
5. Utilizing technology both to improve student achievement and to increase the school district’s productivity and efficiency as a major business enterprise.
6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.
7. Addressing exploding student population growth, recognizing that there is a large gap between the school district’s facilities and technology needs and available capital outlay revenue.

D. **ADVANCED STANDARDS FOR QUALITY:**

Standard 1: Purpose and Direction. The School District maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership. The School District operates under governance and leadership that promote and support student performance and school effectiveness.


Standard 4: Resources and Support Systems. The School District has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement. The School District implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.
E. **School Mission Statement:**
The mission of the Ralph Bunche, Johnston and Oak Grove Preschool Centers is to provide children with an environment that is conducive to learning by encouraging curiosity, exploration, problem solving and self-expression, and to assist children in developing a positive self-image. Through exposure to and experience of hands-on and developmentally appropriate activities, children are allowed to develop socially, emotionally, intellectually and physically at their own pace.

F. **School Vision Statement:**
The vision at the Ralph Bunche, Johnston and Oak Grove Preschool Centers is to create a safe, nurturing and trusting environment where all students are enabled to excel to their fullest potential as 21st century learners in an emerging generation.

G. **School Belief Statements:**
- Children learn by exposure to positive role models.
- Children learn through direct experience.
- Each child is unique. Individualization enhances growth and development.
- Volunteers made a difference in a child's ability to learn.
- Staff members increase effectiveness through Professional Development.
- Every family is entitled to our support.
- Community resources are made available to the Pre-K centers and to families.
- Each child must be provided a wellness program that includes medical and dental support and daily hygiene education experiences.
School Improvement Plan
Preschool 2015-16 Data

Math

Special Ed. 3 and 4 yr.

Ga. Pre-K/Head Start 4 yr.

Positive Behavior Instructional Support

All preschool students
Goal #1 - Ralph Bunche Center

Monitor student performance in math to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards (GELDS) through the Instructional Frameworks model with outcomes of 60% Proficient for Special Ed. Students, 90% Proficient or Exceeds level for Ga. Pre-K/Head Start students as evidenced by Math Checklist and WSO data.

Applicable AdvancED Standards

1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
1.3 - The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
2.4 - Leadership and staff foster a culture consistent with the school’s purpose and direction.
2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
3.1 - The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
3.6 - Teachers implement the school’s instructional process in support of student learning.
3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.
3.8 - The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning process.
3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.
3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
3.11 - All staff members participate in a continuous program of professional learning.
3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.
Goal #1 - Ralph Bunche Center

Monitor student performance in math to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards (GELDS) through the Instructional Frameworks model with outcomes of 60% Proficient for Special Ed. Students, 90% Proficient or Exceeds level for Ga. Pre-K/Head Start students as evidenced by Math Checklist and WSO data.

<table>
<thead>
<tr>
<th>Strategy # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT?</strong></td>
</tr>
<tr>
<td><strong>HOW?</strong></td>
</tr>
<tr>
<td><strong>WHO?</strong></td>
</tr>
<tr>
<td><strong>WHO?</strong></td>
</tr>
<tr>
<td><strong>WHEN?</strong></td>
</tr>
<tr>
<td><strong>WHY?</strong></td>
</tr>
<tr>
<td><strong>WHY?</strong></td>
</tr>
</tbody>
</table>
### Goal #1 - Ralph Bunche Center

Monitor student performance in math to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards (GELDS) through the Instructional Frameworks model with outcomes of  60% Proficient for Special Ed. Students, 90% Proficient or Exceeds level for Ga. Pre-K/Head Start students as evidenced by Math Checklist and WSO data.

#### Goal 1 - Year 1

<table>
<thead>
<tr>
<th>Strategy # 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT?</strong></td>
</tr>
<tr>
<td><strong>HOW?</strong></td>
</tr>
<tr>
<td><strong>WHO?</strong></td>
</tr>
<tr>
<td><strong>WHO?</strong></td>
</tr>
<tr>
<td><strong>WHEN?</strong></td>
</tr>
<tr>
<td><strong>WHY?</strong></td>
</tr>
<tr>
<td><strong>WHY?</strong></td>
</tr>
</tbody>
</table>
## Goal #1 - Ralph Bunche Center

Monitor student performance in math to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards (GELDS) through the Instructional Frameworks model with outcomes of 60% Proficient for Special Ed. Students, 90% Proficient or Exceeds level for Ga. Pre-K/Head Start students as evidenced by Math Checklist and WSO data.

### Goal 1 - Year 1

<table>
<thead>
<tr>
<th>Strategy # 3</th>
</tr>
</thead>
</table>

**WHAT?**
Research-Based Strategies to Achieve Goal

Utilization of PLTL/select teachers to provide targeted professional development.

**HOW?**
Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)

PLTL; Teacher Leaders

**WHO?**
Impacted Staff

All Pre-K Teachers

**WHO?**
Impacted Students (RTI Tier)

Tiers 1-4

**WHEN?**
Timeline

August 2016 - May 2017

**WHY?**
Planned Measurement to Assess Progress on Strategy Implementation

Training Documents; Teacher Observations (TKES); Lesson Plans

**WHY?**
Data Assessing Strategy Implementation and Impact

Evidence of Effectiveness of the Implemented Strategies

### Year 1 Impact of Strategies and Action Plan on Goal #1

<table>
<thead>
<tr>
<th>Mid-Year Impact Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Year Impact Check</td>
</tr>
</tbody>
</table>
**Goal #2 - Ralph Bunche Center**

Monitor student performance in social skills to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards through the Instructional Frameworks model with outcomes of 70% Proficient or Exceeds level as evidenced by Positive Behavior Instructional Support checklist data.

### Applicable AdvancED Standards

1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

1.3 - The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

2.4 - Leadership and staff foster a culture consistent with the school’s purpose and direction.

2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

3.1 - The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.

3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.

3.6 - Teachers implement the school’s instructional process in support of student learning.

3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.

3.8 - The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning process.

3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.

3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

3.11 - All staff members participate in a continuous program of professional learning.

3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.
Goal #2 - Ralph Bunche Center

Monitor student performance in social skills to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards through the Instructional Frameworks model with outcomes of 70% Proficient or Exceeds level as evidenced by Positive Behavior Instructional Support checklist data.

<table>
<thead>
<tr>
<th>Strategy # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT?</strong> Research-Based Strategies to Achieve Goal</td>
</tr>
<tr>
<td><strong>HOW?</strong> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)</td>
</tr>
<tr>
<td><strong>WHO?</strong> Impacted Staff</td>
</tr>
<tr>
<td><strong>WHO?</strong> Impacted Students (RTI Tier)</td>
</tr>
<tr>
<td><strong>WHEN?</strong> Timeline</td>
</tr>
<tr>
<td><strong>WHY?</strong> Planned Measurement to Assess Progress on Strategy Implementation</td>
</tr>
<tr>
<td><strong>WHY?</strong> Data Assessing Strategy Implementation and Impact</td>
</tr>
</tbody>
</table>
Goal #2 - Ralph Bunche Center
Monitor student performance in social skills to increase the growth of 3 and 4 yr. students by implementing the Georgia Early Learning Development Standards through the Instructional Frameworks model with outcomes of 70% Proficient or Exceeds level as evidenced by Positive Behavior Instructional Support checklist data.

<table>
<thead>
<tr>
<th>Goal 2 - Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy # 2</strong></td>
</tr>
</tbody>
</table>

| WHAT? | Analysis of student data through PLC discussions to identify instructional strategies for students not meeting the target and exceeding the target. |
| WHAT? | Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost) |
| HOW? | PLC meetings; PLTL; common formative assessment |
| WHO? | All Pre-K Teachers |
| WHO? | Tiers 1 - 4 |
| WHEN? | August 2016 - May 2017 |
| WHY? | PLC Minutes; common formative assessment results |

Evidence of Effectiveness of the Implemented Strategies

Evidence of Effectiveness of the Implemented Strategies
## Goal #2 - Ralph Bunche Center

Monitor student performance in social skills to increase the growth of 3 and 4yr. students by implementing the Georgia Early Learning Development Standards through the Instructional Frameworks model with outcomes of 70% Proficient or Exceeds level as evidenced by Positive Behavior Instructional Support checklist data.

### Goal 2 - Year 1

<table>
<thead>
<tr>
<th>Strategy #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT?</strong> Research-Based Strategies to Achieve Goal</td>
</tr>
<tr>
<td><strong>HOW?</strong> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)</td>
</tr>
<tr>
<td><strong>WHO?</strong> Impacted Staff</td>
</tr>
<tr>
<td><strong>WHO?</strong> Impacted Students (RTI Tier)</td>
</tr>
<tr>
<td><strong>WHEN?</strong> Timeline</td>
</tr>
<tr>
<td><strong>WHY?</strong> Planned Measurement to Assess Progress on Strategy Implementation</td>
</tr>
<tr>
<td><strong>WHY?</strong> Data Assessing Strategy Implementation and Impact</td>
</tr>
</tbody>
</table>

### Year 1 Impact of Strategies and Action Plan on Goal #2

- **Mid-Year Impact Check**
- **End-of-Year Impact Check**
Section 5 – Locally Required Plans

A. REVIEW OF CHEROKEE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT FOCUS/TARGETS 2016-19

- Offer professional growth opportunities designed to produce teachers and support staff prepared to promote the success of all students through effective classroom instruction.
- Support the improvement of the performance of students, staff, and the organization through results-driven professional development, which is standards-based, job embedded, and collaborative, i.e., Professional Learning Communities (PLC).
- Support teachers’ effective use of formative, summative and diagnostic assessments as well as the collection, analyzation and reporting of data as a means of determining effective instruction and equitable access to student support programs.
- Provide professional learning opportunities for all staff which will support students' academic needs through the integration of technology in standards-based lessons.
- Build capacity for instructional leadership through consistent and pervasive models of teacher and administrator training and collaboration that lead to effective school improvement and increase student achievement.

B. ANALYSIS OF PREVIOUS YEAR’S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the 2015-16 school year:

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Statement of Effectiveness/Impact on Student Achievement</th>
<th>Continue</th>
<th>Discontinue</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train all staff in Positive Behavior Instructional Strategies(PBIS)</td>
<td>Students have shown:</td>
<td>Yes</td>
<td></td>
<td>Preschool students need multiple multisensory behavioural strategies and materials to focus on learning.</td>
</tr>
<tr>
<td></td>
<td>• gains in focusing on learning to master skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reduced incidences of low impact discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train all staff in research based preschool math programs and materials(Touch Math, Math Alive)</td>
<td>Students have shown:</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• gains in math GELDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Expansion of PBIS in all settings with fidelity will yield greater impact</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C. Development of 2016-17 State Staff Development Budget Allocation Plan Aligned to School Improvement Plan

Complete the following chart for your school-based Professional Development Plan for the 2016-17 school year:

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>SIP Goal(s) #</th>
<th>Participant(s)</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Cost (should equal allocation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Observations of teachers and parapos to increase math and PBIS strategies with fidelity</td>
<td>1</td>
<td>New teacher/para TKES Full Plan Teachers/paras in new role(Social Skills/EBD)</td>
<td>August-December</td>
<td></td>
<td>13 staff @90 per day=$1170</td>
</tr>
</tbody>
</table>

**Total Allocation:** $1200 (sub allottment funds)

---

### D. Professional Learning Community Implementation Plan

Provide a summary of school-based Professional Learning Community activities planned for the 2016-17 school year (limited to 250 words):

All teachers are participating in PLCs on a consistent basis to increase knowledge and application of math strategies and materials for the purpose of raising growth in math skill mastery.
## Section 5 – Locally Required Plans

### E. Technology Driven Professional Development Activities and Plan

Provide a summary of school-based, technology-focused Professional Development activities planned for the **2016-17** school year with the following considerations (**limit response to 250 words**): Needs of audience type (administrators, teachers, clerical, etc.); action plan to address needs; planned training times/schedule for training; and include numbers trained as MIE and/or Apple Vanguard (included number of certified in the program)

All teachers will participate in the following trainings:
- Math Alive - Sept.
- OneNote - Nov.

Select teachers will participate in the following trainings:
- Promethium Bd. - Sept.
- MIE - completed in Oct.
- BoardMaker - Nov.

### F. Digital Citizenship Education Plan

LEA’s that receive federal fund are required to actively deliver digital citizenship education to all students. In CCSD, we all use these funds in the form of ERATE discounts which offset our costs for Internet Services. Please describe activities within your school that support this. Include details of (**limit response to 1000 words**):

A. who teaches the course;
B. how much time is committed; and
C. how often and how many/which students (and at which grade levels) they receive this instruction?

(Also include evidence by embedding any links to resources used or attaching samples of lesson plans, etc.)

Not applicable for preschool
### Bring Your Learning Device (BYLD) Plan

Describe how the school promotes personalized learning through the use of mobile, wireless technologies, either provided by CCSD or through the Bring Your Learning Device initiative. Include (limit respond to 500 words):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>gap analysis of the number of your teachers who actively allow/do not allow BYLD in the classroom, and</td>
</tr>
<tr>
<td>B.</td>
<td>identify any need for training in this area.</td>
</tr>
</tbody>
</table>

Parents of students with SC Au are encouraged to participate in BYLD.