



Barrow County School System

Boldly Committed to Student Success

County Line Elementary School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Diane Bresson

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

Schoolwide Title 1 School Targeted Assistance Title 1 School Non-Title 1 School
 Comprehensive Support School Targeted Support School

	Type name below for plan approval	Approval Date
Principal	Diane Bresson	8/13/19
School Governance Team Chairperson	Jen Williams	9/25/19
System Professional Learning Coordinator	Ginger Crosswhite	8/13/19
Title I Director	Dr. David Beeland, Jr.	8/13/19
Superintendent	Dr. Chris McMichael	9/18/2019



Goal 1: We will increase student proficiency in Math as measured by:

In Kindergarten, 85% of students will master 80% or more of the math skills/elements on the new GKIDS2.0.

- Baseline year

In grades 1-5, our goal is for a percentage of students to meet their projected growth target in mathematics on the MAP assessment (Fall to Spring).

- 1st grade goal = 50%
 - No baseline data
- 2nd grade goal = 55%
 - 2017-2018 = 61%,
 - 2018-2019 = 54%
- 3rd grade goal = 55%
 - 2017-2018 = 60%
 - 2018-2019 = 48%
- 4th grade goal = 55%
 - 2017-2018 = 49%
 - 2018-2019 = 48%
- 5th grade goal = 60%
 - 2017-2018 = 55%
 - 2018-2019 = 66%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement the essential components of math workshop (mini-lesson, work session, closing). <ul style="list-style-type: none"> ❑ Minimize time spent in whole group lessons (aim for 5-15 minutes) ❑ Provide time for independent math work ❑ Consistent, daily implementation of the workshop model 	✓ Strong ❑ Moderate ❑ Promising ❑ Rationale	Diane Bresson, Jennifer Squires, Jennifer Ezell, Leadership Team	Summer - optional professional reading re: math workshop model Aug./Dec./March - PL w/ Seyoung Holte & grade levels Aug.-May - Book study using Math in Practice materials Sept. & January - Instructional Rounds by Admin/IC & PDC team members August/September - Kevin Raczynski consultation re: working on standards w/ Leadership Team Sept. 16-20 - Peer Observations - Work Session	Instructional Rounds Peer Observations	Review of data collected during instructional rounds & peer observations Individual student growth on MAP assessments	Instructional Coach - ongoing PL & data support Math in Practice books Subs for PL with Seyoung Holte (3 days) Subs for ½ day planning sessions in Dec/Jan. and May Subs for Leadership Team for Raczynski



			December/January (TBD), May 1, 6, & 8 - Two ½ day planning sessions			presentation (2 hours w/ Leadership Team)
<p>K-5 teachers will increase their effectiveness in teaching problem solving by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing problem solving using problems reflective of grade level standards and appropriate DOK levels <input type="checkbox"/> Consistent implementation of the following components as appropriate (review of the problem, use of manipulatives, student modeling, group sharing, and posting of anchor charts, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Diane Bresson, Jennifer Squires, Jennifer Ezell, Grade Chairs</p>	<p>Aug./Dec./March - PL w/ Seyoung Holte & grade levels</p> <p>Review word problems at grade level PLCs - preview expected strategies</p>	<p>Instructional Rounds & Peer Observations</p> <p>Posted anchor charts (as needed)</p> <p>Grade level team meetings</p>	<p>Feedback from teachers, admin, IC, Seyoung Holte</p>	<p>Subs for PL with Seyoung Holte (3 days)</p> <p>Ellevation Strategies</p>
<p>Additional supports for accelerated or academically struggling (Tiers 2-3) students</p> <ul style="list-style-type: none"> ● Teachers will utilize MAP curriculum continuum report to support SWDs and Tier 2 and 3 students in areas of need. ● Implement with fidelity specific interventions as outlined in students' Tier 2 or Tier 3 plans (i.e. Exact Path). ● All personnel will implement Extended Learning Time (ELT) daily (M-F) to address specific student needs (remediation and/or enrichment). 						
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> ● Monthly meetings with the teachers of gifted students to collaborate on enrichment activities, resources, and review data for gifted students. ● SPED & support personnel (EIP, ESOL, paraprofessionals, specials, etc.) will attend PL meetings as scheduled to address specific needs related to the SIP. ● PL with Leadership Team members and IC to provide support and coaching cycles to develop capacity for leading effective PLCs and team meetings. ● Increase the number of teachers who earn Gifted and ESOL endorsements to meet the unique learning needs of our student population. ● Leadership members to attend standards work with Kevin Raczynski. ● Grade level teams will investigate and implement a variety of problem solving methods to engage students and develop reasoning skills (i.e. 3 Act Tasks, Number Talks, Splat, etc.). ● Media specialist will collaborate regularly with grade level teams to preview upcoming topics and determine relevant, available resources (including books, technology, and literacy skills) across content areas. ● PL over Math in Practice to increase their understanding of how to conceptually teach each standard. ● Professional Learning Networks (PLN's) will meet monthly during the year. Math related PLN's include: Number Talks, Differentiation for Gifted Students and Instructional Conversations ● Ellevation Strategies training for all teachers and school leaders. 						
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> ● Continue with Academic Parent Teacher Team (APTT) meetings. Two Meetings: September 12th and January 30th One conference (Mid Oct-December). Interpreters will be provided, as needed. 						



Goal 2: We will increase student proficiency in Reading/ELA as measured by

In Kindergarten, DIBELS

- Kindergarten DIBELS goal = 88% meets benchmark at EOY
 - 2017-2018 = 76%
 - 2018-2019 = 87%

In grades 1-5, our goal is for a percentage of students to meet their projected growth target on the MAP assessment in reading (from Fall to Spring).

- 1st grade goal = 50%
 - 2018-19 = no baseline data
- 2nd grade goal = 55%
 - 2017-2018 = 57%
 - 2018-2019 = 55%
- 3rd grade goal = 60%
 - 2017-2018 = 62%
 - 2018-2019 = 60%
- 4th grade goal = 60%
 - 2017-2018 = 59%
 - 2018-2019 = 48%
- 5th grade goal = 55%
 - 2017-2018 = 71%
 - 2018-2019 = 75%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement the essential components of reading workshop (mini-lesson, work session, closing). <ul style="list-style-type: none"> ❑ Minimize time spent in whole group lessons (aim for 5-15 minutes) ❑ Monitor independent reading ❑ Implement appropriately challenging centers/independent activities 	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Diane Bresson, Jennifer Squires, Jennifer Ezell, Leadership Team	Summer - optional professional reading re: reading workshop model; admin/IC to read <u>Leading Well</u> Preplanning - PL w/ <u>Next Steps Forward in Guided Reading</u> October./Jan./April - data meetings (TRC/DIBELS/MAP)	Peer observations &/or SWIVL reflections	Individual student growth on TRC, DIBELS, MAP & Milestones	Leveled readers MyOn Subs for ½ day planning in December and May Beth McMichael, District Literacy Support



<input type="checkbox"/> Consistent, daily implementation of the workshop model <input type="checkbox"/> Strategically group (and regroup) students based on current data (TRC, progress monitoring, running records, teacher observations, etc.)			<p>Winter - SWIVL video mini-lesson (K-5 classroom teachers & support teachers) & provide written reflection to IC</p> <p>Oct./Jan./Feb./March - PL on Units of Study for Teaching Reading</p> <p>December/ January(TBD), May 1, 6, & 8 - Two ½ day planning sessions</p> <p>Feb. 3 - 7 - Peer Observations - Work Session</p>			<p><u>Next Steps Forward in Guided Reading</u> - books for teachers, admin, IC</p> <p><u>Units of Study</u> books for teachers, admin, IC</p> <p><u>Leading Well</u> books for admin & IC</p> <p>SRA & Wilson materials for SWDs and Tier 3 students</p> <p>Ellevation Strategies</p>
<p>K-2 teachers will increase their effectiveness in the teaching of phonics by:</p> <input type="checkbox"/> Attending PL sessions on new phonics program <input type="checkbox"/> Implement components of new phonics program	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>District Literacy Specialist, Principal, AP, Instructional Coach</p>	<p>Preplanning - Training with Wiley Blevins and representatives from Benchmark Phonics</p> <p>September-May - Coaching cycles that include modeling and/or observation as needed</p> <p>October/January/April - Data analysis</p>	<p>Observations</p>	<p>Observations</p> <p>Individual student growth on DIBELS and TRC</p>	<p>Instructional materials provided by the district</p>
<p>Teachers will implement the essential components of writing workshop (mini-lesson, work session, closing).</p> <input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes) <input type="checkbox"/> Include mentor texts <input type="checkbox"/> Provide time for independent writing <input type="checkbox"/> Consistent, daily implementation of the workshop model	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Diane Bresson, Jennifer Squires, Jennifer Ezell</p>	<p>Summer - optional professional reading re: writing workshop model</p> <p>Fall/Winter/Spring - Writing Workshop strategies training with Peggy Terrell (3rd and 4th grades)</p> <p>Fall/Winter/Spring - Examining student work w/ grade level teams (K-5)</p>	<p>Review of student work at grade level meetings</p>	<p>Lesson plans</p> <p>Teacher reflections</p> <p>Grade level meeting minutes</p>	<p>Beth McMichael - ongoing PL & data support</p> <p>Instructional Coach - ongoing PL & data support</p> <p>Consultant - Peggy Terrell & subs for teachers for sessions</p>
<p>Additional support for accelerated or academically struggling (Tiers 2-4) students</p> <ul style="list-style-type: none"> Teachers will utilize MAP curriculum continuum report to support SWDs and Tier 2 and 3 students in areas of need. Implement with fidelity specific interventions as outlined in students' Tier 2 or Tier 3 plans (i.e. Exact Path, SRA, Wilson Foundations, etc.). All personnel will implement Extended Learning Time (ELT) daily (M-F) to address specific student needs (remediation and/or enrichment). Utilize SRA reading program/Wilson phonics program with SWDs and Tier 3 students (Resource students will receive 45 minutes per day, 3 days per week.) Provide specific interventions for at-risk readers (i.e. Guided Reading Plus with EIP students, DRI Box with ALL kindergarten, students identified as red on DIBELS in 1st and 2nd grades. Students identified as yellow will be discussed to determine needs). SPED personnel will implement specialized writing instruction (Reasoning & Writing) program for SWDs who are in the Resource setting. EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction. 						



Professional Capacity building to support the above goal and action steps

- Teachers will utilize SWIVL to record and reflect upon literacy instruction.
- Arrange for SPED teachers to observe regular classroom teachers implementing small group guided reading lesson. This could be facilitated through the use of SWIVL if scheduling in-person visits become difficult.
- District literacy specialist and school instructional coach will provide ongoing PL and classroom support on effective implementation of Reading/Writing Workshop components.
- Monthly meetings with the teachers of gifted students to collaborate on enrichment activities, resources, and review data for gifted students.
- Increase the number of teachers who earn Reading, Gifted and ESOL endorsements to meet the unique learning needs of our student population.
- PL for SPED teachers on specialized writing program
- Media specialist will collaborate regularly with grade level teams to preview upcoming topics and determine relevant, available resources (including books, technology, and literacy skills) across content areas. .
- Professional Learning Networks (PLN's) will meet monthly during the year. Reading/ELA related PLN's include: Guided Reading Plus, Writing, Word Walls/Vocabulary, Instructional Conversations, Differentiation for Gifted students
- Rosetta Stone PD
- Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders
- Teachers will analyze data to determine effective implementation and areas to further support EL students

Family and Community Engagement

- In grades K-3, teachers will send home a book in a bag with students to be read at home daily.
- All stakeholders will develop a "Culture of Literacy" through the use of #CLESreads social media posts that include pictures of staff and students reading throughout the school year and summer.
- Continue with Academic Parent Teacher Team (APTT) meetings. Two Meetings: September 12th and January 30th One conference (Mid Oct-December). Interpreters will be provided, as needed.
- All parents of ELs will be provided an opportunity to enroll in literacy classes to learn the English language

Leadership Capacity

- Participate in reading workshop PL at school and district level (possible agenda topic for AP/Principal meetings)

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

- *5th graders will tour the middle school in May.
- *Invite local daycares and feeder preschool programs to visit CLES for a tour in the spring
- *PreK & Kindergarten Sneak-a-Peek Night for parents in the spring.
- *Share communication from Russell with rising 6th graders.
- *Provide information to Russell regarding student proficiency and services for creating 6th grade schedules.

