



SCHOOL IMPROVEMENT PLAN 2021-2022

Goal 1 READING: 60% of students will meet or exceed expected growth, as measured by the BOY to EOY MAP test, by ensuring they receive evidence-based reading instruction across the curriculum. (Baseline 48.9%)

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation (Artifacts/Evidence/Assess)	Indicators of Success	Resources
Create instructional schedules that provide each student with 90 minutes of literacy instruction each day with additional time designated for reading interventions.	Julia Hodges Alex Holman	July 2021	Review at GLC meetings	Observations, walkthroughs	
Sustain and refine our use of the reading workshop model to ensure that K-5 students receive fluency, vocabulary, and explicit comprehension instruction with grade level texts as well as opportunities for instruction in small, needs-based groups. Promote an academically challenging learning environment through an intentional focus on higher-order thinking questions and activities during the reading workshop	Julia Hodges Alex Holman Deena Eberhardt Melissa Medica	August 2021-May 2022 September/October - Instructional Rounds - Focus: HOT questions December/Jan - Follow up PL March - County Coach Instructional Rounds	Grade level lesson plans on AES Portal; PLC minutes; Informal classroom observations & walk-throughs	MAP Scores: BOY, MOY, EOY TRC Monitor Lesson plans	Professional Development through Maverik Education - Erik Francis
Refine our use of Benchmark Phonics Instruction with K-2 students to ensure that students are developing foundational skills in phonics, word recognition and fluency.	Deena Eberhardt County Literacy Specialist	August 2021-May 2022 Sept/Oct - POP Cycles with K-2 Teachers	Acadience, Benchmarks, etc.	MAP Scores: BOY, MOY, EOY TRC	NWEA; Amplify; Acadience
Use multiple forms of assessment data to identify specific student needs in order to provide each student with appropriate instruction.	Hodges, Holman, Eberhardt, GLC, & grade level teams	BOY, MOY, EOY testing windows	Grade level formative assessments, GLC meetings	MAP, Acadience, TRC	NWEA; Acadience;
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> • Implement a summer literacy program that integrates small group reading rotations with arts based activities to address reading deficiencies identified by DIBELS, MAP, and TRC assessments for K-2 students. • Increase capacity of a teacher to meet the needs of ELs and accelerated learners through attainment of the ESOL and Gifted endorsements. • Incorporate literacy online programs: Flocabulary, Reading A-Z & Writing City • Just Words • Cross curricular online programs used: BrainPop, Generation Genius • Increase capacity of a teacher to meet the needs of students with dyslexia through attending Dyslexia training. • AI - Academic Interventionist - will meet daily with struggling students. 					
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> • Professional Learning to enhance higher level questioning from Maverik. 					





Goal 2 WRITING: Increase writing achievement for all students by ensuring they receive evidence-based writing instruction across the curriculum.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Sustain and refine the writing workshop model to ensure K-5 students are supported during writing instruction.	Eberhardt Holman Hodges	August - October October - December January - March March - May	PLC minutes Lesson Plans Professional Development presentation Student work Samples	Student writing samples	Professional development with KRA
Refine common writing rubrics, assessments, and checklists to provide writing supports for all students with content area, disciplinary, and interdisciplinary writing	Eberhardt Holman Hodges	August-October October - December January - March	PLC minutes Lesson Plans Professional Development presentation Student work Samples	Student writing samples	Professional development with KRA
Identify and implement a research-based digital writing platform to support student writing achievement at the school and in the home.	Eberhardt Holman	September - October January - February	Usage data Parent presentation and sign-in sheets	Student writing samples	WritingCity.com w/professional development
<p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></p> <ul style="list-style-type: none"> Incorporate WriteCity during ELT block with PL provided by Learning A-Z (September & January) 					
<p><u>Professional Capacity building to support the above goal and action steps</u></p> <ul style="list-style-type: none"> Professional learning provided by KRA based on genre. 					

Approved:





Goal 3 MATH: 60% of students will meet or exceed expected growth, as measured by the BOY to EOY MAP test, by ensuring they receive evidence-based reading instruction across the curriculum. (Baseline 54.5%)

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Math Talks (Hand2Mind): Full Implementation Kindergarten through Fifth grades.	IC, County Math Specialist	August - new faculty PL September/October (Rounds) PL in December February (Rounds)	Grade level plans on AES Portal, POP cycles with Instructional Coach, & School Based Instruction Rounds	Monitor student progress through rubrics//checklist (based on grade bands)	Hand2Mind Kits; Ongoing PL with Instructional Coach/County Math Specialist
<p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></p> <ul style="list-style-type: none"> • Math Talks supported by teachers / GaNumeracy Project activities based on individualized assessments 					
<p><u>Professional Capacity building to support the above goal and action steps</u></p> <ul style="list-style-type: none"> • Provide Hand2Mind PL to new faculty, as well as continued PL for all staff 					

Approved:





Family Engagement

Family and Community Engagement

- Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - First semester
 - Sept / Grade Level PL Parent-Teacher Engagement Article/Video Discussion 1 (primary method)
 - Nov / Article study with grade level reflection posts on Padlet (secondary method)
 - Second semester
 - Jan / PL Choice Board Covering New, ESOL, Sped, & Gen Ed Faculty 1 (primary method)
 - March / Grade level discussion Jigsaw Parent Engagement article 2 (secondary method)
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - Annual Meeting Date: August 16, 2021
 - Building Parent Capacity August 16, 2021 Curriculum Night offering academic activities to increase
 - Additional Opportunities (optional): Parent-Teacher Conferences
 - Second semester
 - Spring planning meeting date: March 21, 2022
 - Building Parent Capacity Date and Activity: Parent-Teacher Conferences where academic activities will be made available
 - Additional Opportunities (optional): Parent Literacy Nights &/or Family Book Club Meetings

For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

Response: Presentation on How Teachers Can Build Parent Capacity with EL Parents

Approved:





Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- Clear communication from administration to teachers related to expectations for conducting reader's workshop and guided reading groups will take place daily. It's expected that teachers meet daily with their lowest groups.
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged.
- Faculty will read The Effective Teacher and take part in a jigsaw chapter discussion monthly
- First Year by Whitaker books
- Administrative team will protect PLC time devoted to supporting this improvement goal
- Model classrooms will be identified by instructional coach and administrative team and opportunities for others to observe will be arranged
- Teachers need local school leadership to clearly define teacher attendance expectations.
- Monitor teacher attendance through data collection using the FOB report.
- Follow up with Faculty/Staff

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 AES for a tour in the spring.
- Kindergarten Sneak-a-Peek Night for parents in the spring.
- Share information from Westside with rising 6th graders
- AES 5th grade teachers will observe both 6th grade ELA and math classes at WMS in the first quarter to better understand what's expected of their students.
- AES principal will meet with WMS principal in mid-July to discuss at-risk rising 6th graders to ensure a smoother transition.

Approved:

