



SCHOOL IMPROVEMENT PLAN 2021-2022

Goal 1: READING

We will increase the percentage of students in Grades 1-5 scoring in the high achievement/high growth category as measured by MAP. Baseline data from 2020-2021 and progress tracker for 2021-2022 are included.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Teachers in grades K-5 will implement the BCSS Instructional Framework for ELA in Reading. <ul style="list-style-type: none"> ❑ The BCSS Instructional framework includes an opening, whole group mini-lesson with an instructional focus, independent work sessions for students, small group instruction, individual student conferences, and a whole group closing/sharing. 	<ul style="list-style-type: none"> • Instructional Coach • Principal 	Pre-planning: Provide teachers with an overview of the expectations Ongoing Professional Learning with Instructional Coach	Lesson plans Conferring Notebook with anecdotal notes on each student Formal and Informal observations by Principal and Assistant Principal Informal observations by Instructional Coach	Individual Student growth on NWEA MAP Reading BOY, MOY, EOY Data-DIBELS, TRC, MAP	Units of Study in Reading Conferring Notebook for organizing and documenting conferring notes on each child (paper or digital) Reading Look Fors
Teachers in grades K-5 will implement intentional small group instruction during their Reading Block. <ul style="list-style-type: none"> ❑ Teachers will utilize TRC, DIBELS, and other data sources to form flexible, small groups. ❑ Teachers will utilize the MAP Learning Continuum Report and the Class Breakdown by Goal report to form flexible, small groups. 	<ul style="list-style-type: none"> • Instructional Coach • Principal 	Pre-planning: Provide teachers with an overview of the expectations Ongoing Professional Learning with Instructional Coach	Lesson plans will include small group instruction outlines with student names, focus of lesson, etc. Conferring Notebook with notes on each group and/or student	Instructional Rounds Individual Student growth on NWEA MAP Reading BOY, MOY, EOY Data-DIBELS, TRC, MAP	NWEA MAP website for reports Conferring Notebook for organizing and documenting small group notes <i>The Next Step Forward in Guided Reading</i> by Jan Richardson mCLASS resources for small groups
Teachers in grades K-5 will implement student goal-setting in Reading related to MAP, TRC,	<ul style="list-style-type: none"> • Instructional Coach • Principal 	Pre-Planning: NWEA Professional Learning with consultants	Goal-setting spreadsheet or other type of record will be included in	Individual Student growth on NWEA MAP Reading	NWEA, mCLASS websites for reports





<p>DIBELS, running records, and/or informal observations.</p> <ul style="list-style-type: none"> Teachers will help students set goals based on their performance and review their progress with them on a regular basis. 		<p>Ongoing Professional Learning with Instructional Coach</p>	<p>the teacher's conferring notebook/portfolio.</p>	<p>BOY, MOY, EOY Data-DIBELS, TRC, MAP</p>	
<p>Teachers in grades K-3 will implement phonics instruction in their daily instructional segment using the Benchmark Phonics Program.</p> <ul style="list-style-type: none"> Phonics instruction will be implemented as one of the Reading Mini-Lessons (10-15 mins) and will include Guided Practice. 	<ul style="list-style-type: none"> Instructional Coach Principal 	<p>Ongoing Professional Learning with Instructional Coach</p>	<p>Lesson plans</p> <p>Formal and Informal observations by Principal and Assistant Principal</p> <p>Informal observations by Instructional Coach</p>	<p>Individual Student Growth on DIBELS assessment</p>	<p>Benchmark Phonics Kits</p> <p>mCLASS resources for phonics lessons</p>
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> Students who are not making adequate progress in Tier 1 will be referred to the grade level Tier 2 meeting held every 8-10 weeks to discuss area of focus and interventions needed. Students who are not making adequate progress in Tier 2 will be referred to Tier 3. They will participate in individual Tier 3 interventions. News and Story Works materials from Scholastic will be used to supplement the reading curriculum EXACT PATH will be utilized with gifted students and Tier 2 students in grades 3-5. Differentiated Reading Instruction (DRI) will be utilized in grades K-2 on a consistent basis; utilized with a targeted group of 3rd graders as needed. DIBELS progress monitoring in grades K-2 on a consistent basis. (Red- every 2 weeks, Yellow- once a month, Green/Blue- once a quarter) RAZ software utilized for whole group, small group, and independent support in reading. EIP teachers will implement the RISE intervention model during ELT in grades 1-2 for identified students. EIP teachers will implement the Guided Reading Plus Model for students who are below grade level in reading. Conferring notebooks or other type of system will be utilized to keep track of student assessment data, etc. Grade level teams will use responsive planning for instruction. They will engage in planning with the end in mind. ½ time Certified Intervention teacher will be used to support upper grade interventions and small group instruction. Certified Academic Interventionist will be used to support students in grades 1-3 who have been identified as at-risk. Rosetta Stone will be made available to ELs as appropriate for English language acquisition. Ensure all teachers are familiar with the WIDA standards and CAN Do descriptors. ELlevation strategies will be used to customize instruction for ELs. Flocabulary will be used to supplement instruction for struggling students. ABC Mouse will be used with Pre-K students. 					
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> Quarterly ½ day grade level planning days to provide time for richer discussion of instruction. All teachers will receive an initial or refresher training on various reading assessment tools: DIBELS, TRC, MAP. 					

Approved:





- All K-2 teachers (and those who need it) will receive an initial or refresher training using Differentiated Reading Instruction (DRI Box).
- All teachers will participate in continuous RTI Professional Learning in order to best identify students who need additional support.
- All first year teachers and those new to BES will receive summer PL on best practices in Reading.

2020-2021 Results-READING (To be included, students had to test in both the Fall & the Spring.)				2021-2022 Progress-READING		
Grade Level	# with High Achievement/ High Growth	Total Students	Percentage with High Achievement/ High Growth	Grade Level	MOY%	EOY %
1	28	112	25%	1		
2	38	129	29%	2		
3	28	127	22%	3		
4	31	104	30%	4		
5	37	105	35%	5		
Total	162	577	28%	Total		

Approved:





Goal 2: MATH

We will increase the percentage of students in Grades 1-5 scoring in the high growth/high achievement category as measured by MAP. Baseline data from 2020-2021 and progress tracker for 2021-2022 are included.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Teachers in K-5 grade will implement the BCSS Math Workshop Framework for instruction. <input type="checkbox"/> This includes: mini-lesson of 10-15 minutes on a single topic, work time of 20-30 minutes when students practice skills taught in the mini-lesson, student conferencing time when teachers work with individual students or strategy groups, share time when students share their strategies and/or understanding with peers (this gives the teacher time to check for understanding or address misconceptions.)	<ul style="list-style-type: none"> • Instructional Coach • Principal 	Pre-planning: Provide teachers with an overview of the expectations Ongoing Professional Learning with Instructional Coach	Lesson plans Formal and Informal observations by Principal and Assistant Principal Informal observations by Instructional Coach	Individual Student growth on NWEA MAP Math	Math manipulatives Math in Practice Books for each teacher Math Workshop Look Fors
Teachers in grades K-5 will implement daily spiral review/preview based on student needs and goals.	<ul style="list-style-type: none"> • Instructional Coach • Principal 	Pre-planning: Provide teachers with an overview of the expectations Professional Learning with Seyoung Holte on Building Number Sense through the use of Math/Number Talks (August, October, January, February) Ongoing Professional Learning with Instructional Coach	Lesson plans Formal and Informal observations by Principal and Assistant Principal Informal observations by Instructional Coach	Individual Student growth on NWEA MAP Math	
Teachers in grades K-5 will implement intentional small group instruction during their Math Block. <input type="checkbox"/> Teachers will utilize formative and/or common assessments to form flexible, small groups <input type="checkbox"/> Teachers will utilize the MAP Learning Continuum Report and the Class Breakdown by Goal report to form flexible, small groups.	<ul style="list-style-type: none"> • Instructional Coach • Principal 	Pre-planning: Provide teachers with an overview of the expectations NWEA Professional Learning with consultants Ongoing Professional Learning with Instructional Coach	Lesson plans will include small group instruction outlines with student names, focus of lesson, etc. Student portfolios for data, work samples, or anecdotal notes	Instructional Rounds Individual Student growth on NWEA MAP Math	NWEA MAP website reports Conferencing Notebook for organizing and documenting small group notes

Approved:





<p>Teachers in grades 2-5 will implement student goal setting in Math related to MAP and common assessment data.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will utilize data and reports to set goals with students. 	<ul style="list-style-type: none"> • Instructional Coach • Principal 	<p>Pre-Planning: NWEA Professional Learning with consultants</p> <p>Ongoing Professional Learning with Instructional Coach</p>	<p>Lesson plans</p> <p>Goal-setting spreadsheet or other type of record will be included in the teacher's conferring notebook/portfolio.</p>	<p>Individual student growth at MOY, EOY on NWEA MAP assessment.</p>	
<p>Teachers in grades K-5 will utilize Responsive Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create learning targets <input type="checkbox"/> Formative assessments <input type="checkbox"/> Instructional Planning 	<ul style="list-style-type: none"> • BES Leadership Team 	<p>NWEA Professional Learning with consultants</p> <p>Ongoing Professional Learning with Instructional Coach</p>	<p>Lesson plans</p> <p>PLC/Data Team meetings</p>		
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> • Students who are not making adequate progress in Tier 1 will be referred to the grade level Tier 2 meeting held every 8-10 weeks to discuss area of focus and interventions needed. • Students who are not making adequate progress in Tier 2 will be referred to Tier 3. They will participate in individual Tier 3 interventions. • EXACT PATH utilized with gifted students and Tier 2 students in grades 3-5. • Reflex Math will be implemented to support students' basic math fact fluency. • EIP teachers will utilize the GA Numeracy Project with all EIP students to assess and intervene based on specific student needs.. • SPED teachers will utilize the interventions from Do the Math with SPED students • Grade level teams will use responsive planning for instruction. They will engage in planning with the end in mind. • Mountain Math or teacher-created spiral instruction will be used in all classrooms K-5 as part of the daily math routine. 					
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> • All first year teachers and those new to BES will receive summer PL on best practices in Math. • One teacher at each grade level will receive training at NEGA RESA in the area of problem-solving & effective teaching. • Staff will receive training on the GA Numeracy Project. • PL with Seyoung Holte, RESA Math Specialist related to building number sense 					

Approved:





2020-2021 Results-MATH (To be included, students had to test in both the Fall & the Spring.)				2021-2022 Progress-MATH		
Grade Level	# with High Achievement/ High Growth	Total Students	Percentage with High Achievement/ High Growth	Grade Level	MOY%	EOY %
1	30	113	27%	1		
2	38	129	29%	2		
3	37	126	29%	3		
4	21	102	21%	4		
5	29	109	27%	5		
Total	155	579	27%	Total		

Approved:





Goal 3: POSITIVE LEARNING ENVIRONMENT

We will reduce both the number of students receiving more than one discipline referral and the total number of school-wide discipline referrals. 2020-2021 baseline data and progress tracker are included.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<p>All teachers will implement Responsive Classroom practices in their classrooms</p> <ul style="list-style-type: none"> <input type="checkbox"/> PK-5 homeroom teachers will implement Morning Meetings into their daily routines. <input type="checkbox"/> All teachers will create a safe, predictable, joyful, inclusive classroom where all students have a sense of belonging and significance. <input type="checkbox"/> All teachers will create a calm, orderly environment that promotes autonomy and allows students to focus on learning. <input type="checkbox"/> All teachers will design and deliver high-quality, rigorous, and engaging lessons. <input type="checkbox"/> All teachers will respond to students' individual, cultural, and developmental learning needs and strengths. 	<ul style="list-style-type: none"> ● PBIS Team ● Instructional Coach ● Principal ● Assistant Principal ● Counselor 	<p>Pre-planning: Provide teachers with an overview of the expectations</p> <p>Specials teachers and support teachers will receive a one day Professional Learning on Responsive Classroom</p>	<p>Lesson Plans</p> <p>Walkthroughs</p>	<p>Reduced number of discipline referrals</p>	<p>Responsive Classroom Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Morning Meeting Book</i> <input type="checkbox"/> <i>The First 6 Weeks of School</i>
<p>All staff will participate in monthly adult SEL groups based on the book <i>Onward</i>.</p>		<p>July: <i>Know Yourself & Understand Emotions</i> August: <i>Tell Empowering Stories</i> September: <i>Build Community</i> October: <i>Be Here Now</i> November: <i>Take Care of Yourself</i> December: <i>Focus on the Bright Spots</i> January: <i>Cultivate Compassion</i> February: <i>Be a Learner</i> March: <i>Play & Create</i> April: <i>Ride the Waves of Change</i> May: <i>Celebrate & Appreciate</i></p>	<p>Monthly participation</p>	<p>Reduced number of office referrals</p>	<p><i>Onward</i> by Elena Aguilar</p>

Approved:





Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- The master schedule will be designed to provide a scheduled time for Morning Meeting.
- Be The Voice anti-bullying campaign will be implemented.
- Morning announcements will be done by Principal and AP and broadcast live each morning.
- Kindergarten teachers will utilize Second Step, an SEL curriculum, during Morning Meetings. Ms. Griner will support them in this work.
- Tier 2 & 3 behavior will be addressed by a Behavior Support Team in conjunction with the PBIS committee, school counselor, and administration.
- New Vision, Mission, and Core Beliefs will be developed and shared with stakeholders.

Professional Capacity building to support the above goal and action steps

- All first year teachers and those new to BES will be invited to attend a summer PL on Responsive Classroom.
- All teachers will receive refresher training on Responsive Classroom by the PBIS team.
- School counselor will attend GA School Counselor's conference for professional learning..
- Specials teachers will receive training on Responsive Classroom & how it can apply in their settings.
- To support physical and social-emotional wellness, the school nurse will attend GA School Nurse's Conference.

2020-2021		2021-2022	
Students with more than one discipline referral	Total Number of School Discipline Referrals	Students with more than one discipline referral	Total Number of School Discipline Referrals
12	76		

Approved:





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
 - July: Parent Communication & Family Engagement 101 session to be held during pre-planning.
 - July-August: Train and prepare for Welcome Back to BES nights (Aug. 19 & 26) in which parents will learn and take home reading & math activities to support their child. (Emphasis on community-building during this event.)
 - September: Refresher training prior to parent-teacher conferences.
 - Second semester
 - February: Train and prepare for Parent University event in which parents will learn and take home reading & math activities.
 - April: Spring Planning Meeting for Staff-share parent survey results and discuss areas for improvement
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - August 19 & 26: Welcome Back to BES nights in which parents will learn and take home reading & math activities to support their child. There will be an emphasis on community-building during these meetings.
 - ONE BOOK BES: Families will have the opportunity to engage in reading a common text each quarter.
 - Annual Meeting Date: September 21
 - October: Parent-teacher conferences will be offered in-person and/or virtually.
 - October: Twinkle Time will be offered for siblings of BES students ages 2-4. They will participate in literacy-related activities and parents will take home information regarding literacy and language development.
 - November 18: Parent University
 - Second semester
 - January-February: Parent-teacher conferences will be offered in-person and/or virtually.
 - February: Twinkle Time will be offered for siblings of BES students ages 2-4. They will participate in literacy-related activities and parents will take home information regarding literacy and language development.
 - February-March: Parent-teacher conferences will be offered in-person and/or virtually.
 - ONE BOOK BES: Families will have the opportunity to engage in reading a common text each quarter.
 - March 24: Parent University
 - April 19: Spring planning meeting

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

Approved:





Response: We will provide interpreters for parent-events when possible, utilize the language line to contact families and provide information, and use the Remind app translation feature to keep them informed about events at school. We will continue our partnership with Adult Literacy Barrow & Lanier Technical College to provide English classes for our Spanish-speaking families & provide ideas for how they can help their children be successful in school.

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.

- Strengthen collaborative planning by using the GA DOE Collaborative Planning Toolkit and Responsive Planning. Our grade level PLCs will work to answer the following questions each week: What do we expect our students to learn? How will we know they are learning? How will we respond if they do not learn? How will we respond if they already know it?
- Formal and informal observations will be conducted by the Principal and Assistant Principal.
- Informal observations will be conducted by the Instructional Coach.
- Teachers will participate in coaching cycles with the Instructional Coach.
- Instructional Rounds will be utilized 3-4 times during the school year.

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.

- PK Visits: In May, local PK programs such as BFUMC and Head Start visit BES during the school day for a tour and activities.
- PK Sneak-a-Peek: In May, the PK team conducts an informational evening event for families of students who will be entering PK the following August.
- Kindergarten University: In May, the Kindergarten team conducts an informational evening event for families who will be entering Kdg the following August.
- Rising 6th Graders: Counselor from the Middle School visits in May; Students take a field trip to see middle school.
- 5th grade teachers complete a Google form with recommendations regarding instructional programs, personal characteristics, etc. of students that the 6th grade team will utilize as they create class schedules and programs.

Approved:

