



**SCHOOL IMPROVEMENT PLAN  
2021-2022**

**Goal 1: Foster a positive school climate/community.**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<ul style="list-style-type: none"> <li>❑ Implement a house system, “Nests”, to foster community among students and staff</li> <li>❑ Implement a school-wide positive behavior tracking system through the use of Class Dojo or a similar mode of data collection</li> <li>❑ Recognize staff and students on a consistent basis through a variety of incentives</li> <li>❑ Build a culture of positivity based on the book <i>Onward: Cultivation Emotional Resilience in Educators</i></li> <li>❑ Develop/implement a student leadership program, Eagle Helpers</li> </ul>	Admin  Instructional Coach  Leadership Team	<ul style="list-style-type: none"> <li>❑ <b>Pre-planning</b> PBIS reboot overview (PL)</li> <li>❑ <b>Pre-planning</b> personality inventory to sort staff into Nests</li> <li>❑ <b>Pre-planning</b> PL for Class Dojo/behavior tracking</li> <li>❑ <b>August</b> Student Nest sorting ceremonies</li> <li>❑ <b>Monthly</b> Nest meetings with students</li> <li>❑ <b>Monthly</b> positive behavior celebrations for students</li> <li>❑ <b>Monthly</b> Staff recognitions</li> <li>❑ <b>Monthly</b> PLC for <i>Onward: Cultivation Emotional Resilience in Educators</i> Book Study</li> </ul>	<ul style="list-style-type: none"> <li>❑ Semesterly staff pulse checks</li> <li>❑ Student data via winter survey</li> <li>❑ Class Dojo Points - celebration participation spreadsheet</li> <li>❑ Staff shout-out entries</li> <li>❑ Student goal setting/reflections</li> </ul>	<ul style="list-style-type: none"> <li>❑ Increased student attendance at monthly PBIS celebrations</li> </ul>	<ul style="list-style-type: none"> <li>❑ <i>Onward: Cultivation Emotional Resilience in Educators</i></li> <li>❑ Class Dojo</li> <li>❑ Nests lesson plans               <ul style="list-style-type: none"> <li>❑ Monthly guidance lessons</li> <li>❑ Character traits of the month</li> </ul> </li> <li>❑ PBIS matrix</li> </ul>
<p><b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b></p> <ul style="list-style-type: none"> <li>● Monthly counseling lessons based on designated monthly SEL theme delivered to all students by the counselor</li> <li>● Small group/individual counseling sessions for identified students</li> <li>● Monthly goal setting and reflections sessions (focusing on behaviors) for students who are not meeting PBIS expectations</li> </ul>					
<p><b><u>Professional Capacity building to support the above goal and action steps</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">BRES PL Plan</a></li> <li>● Professional Learning will be provided on:           <ul style="list-style-type: none"> <li>○ Reboot/Review school-wide PBIS plan</li> <li>○ Class Dojo/behavior data collection</li> </ul> </li> <li>● PLCs - Book Study for <i>Onward: Cultivation Emotional Resilience in Educators</i> by Elena Aguilar</li> <li>● Counselor participation at GSCA Conference</li> </ul>					



**Goal 2: Eighty percent of all students will meet their expected growth projection in reading on the Spring 2022 MAP.**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<ul style="list-style-type: none"> <li>❑ Continue consistent daily implementation of the BCSS ELA Instructional Framework with an emphasis on small group instruction               <ul style="list-style-type: none"> <li>❑ Provide differentiated instruction via guided and strategy groups</li> </ul> </li> <li>❑ Unpack reading standards to ensure alignment of instructional practices, instructional resources, and pacing guides</li> <li>❑ Participate in vertical collaboration and grade level collaboration to align reading instruction</li> <li>❑ Continue implementation of Benchmark Phonics/Word Study</li> </ul>	Admin  Instructional Coach  Leadership Team	<ul style="list-style-type: none"> <li>❑ <b>Pre-planning</b> Phonics and Word Study PL</li> <li>❑ <b>Pre-planning</b> Units of Study PL (refresher)</li> <li>❑ <b>Pre-planning</b> DIBELS training/refresher for EIP teachers,</li> <li>❑ <b>Ongoing</b> <a href="#">BRES Assessment Calendar</a></li> <li>❑ <b>August</b> RIT PL for Kdg - 5th teachers and EIP</li> <li>❑ <b>August</b> 1st - 5th teachers administer IDI to targeted students</li> </ul>	<ul style="list-style-type: none"> <li>❑ Instructional rounds by teachers, IC, admin, and county support staff</li> <li>❑ Informal observations by IC</li> <li>❑ Coaching cycles by IC</li> <li>❑ Analyze effectiveness of strategy implementation during grade level PLCs</li> </ul>	<ul style="list-style-type: none"> <li>❑ Individual student growth on TRC</li> <li>❑ Individual student growth on MAP</li> <li>❑ Individual student growth on DIBELS</li> <li>❑ Semesterly ELA pulse check</li> </ul>	<ul style="list-style-type: none"> <li>❑ Leveled Reading books</li> <li>❑ StoryWorks (4-5) and StoryWorks Junior (2-3)</li> <li>❑ Scholastic Short Reads</li> <li>❑ Ellevation Strategies</li> <li>❑ iPads &amp; Chromebooks</li> <li>❑ Subs for release time for vertical collaboration between grade levels</li> <li>❑ PL for Gifted and EL Endorsement</li> <li>❑ Wilson Language Foundations</li> </ul>
<p><b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b></p> <ul style="list-style-type: none"> <li>● Academic Interventionist to provide interventions to Tier 3 students</li> <li>● EIP teachers to provide small group support and deliver interventions</li> <li>● Scope teachers to provide extension activities to ALL students through a variety of instructional models</li> <li>● Eagle Time classes that engage, promote, and support literacies and real world application of reading skills</li> <li>● DRI Box Instruction used as an intervention for students scoring yellow or red on the DIBELS assessment</li> <li>● Rosetta Stone for ELs in need of supplemental (in addition to ESOL) English language support based on RTI and provided during Eagle Time</li> </ul>					
<p><b><u>Professional Capacity building to support the above goal and action steps</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">BRES PL Plan</a></li> <li>● Professional Learning will be provided on:           <ul style="list-style-type: none"> <li>○ Benchmark Phonics Workshop and word study (as needed)</li> <li>○ Units of Study (refresher)</li> <li>○ Measures of Academic Progress (MAP), DIBELS, and TRC data analysis</li> <li>○ Co-teaching (as needed)</li> <li>○ Data analysis for students in special programs, e.g. SPED, ESOL, Scope, EIP</li> </ul> </li> <li>● Protected daily PLC time devoted to instructional planning, common assessments, and data analysis</li> <li>● Increase number of teachers with gifted/reading/ESOL endorsements</li> </ul>					

Approved: 8/25/21

**Goal 3: Eighty percent of all students will meet their expected growth projection on the Spring 2022 MAP in the area of Math.**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<ul style="list-style-type: none"> <li>❑ Unpack standards to ensure mini-lessons meet the expected learning outcome of the standard</li> <li>❑ Provide consistent daily implementation of the BCSS math framework               <ul style="list-style-type: none"> <li>❑ Provide rigorous independent tasks to increase student engagement during math workshop</li> </ul> </li> <li>❑ Participate in vertical collaboration and grade level collaboration to align math instruction</li> <li>❑ Implement GA Numeracy to support students in specialized programs (SPED and Tier 3 students working with the Academic Interventionist)</li> </ul>	Admin  Instructional Coach  Leadership Team	<ul style="list-style-type: none"> <li>❑ <b>Pre-planning</b> GA Numeracy PL for SPED and</li> <li>❑ <b>August</b> BOY administration of MAP</li> <li>❑ <b>August</b> administration of IKAN and GLOSS</li> <li>❑ <a href="#">BRES Assessment Calendar</a></li> </ul>	<ul style="list-style-type: none"> <li>❑ Informal observations by IC</li> <li>❑ Analyze effectiveness of strategy implementation during grade level PLCs</li> <li>❑ Coaching observation cycles by IC</li> <li>❑ Monthly checklist completion??</li> <li>❑ Instructional rounds by teachers, IC, admin, and county support staff</li> </ul>	<ul style="list-style-type: none"> <li>❑ Individual growth on MAP (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Grade specific pacing guides</li> <li>❑ Instructional Supplies</li> <li>❑ iPads &amp; chromebooks</li> <li>❑ SLDS data</li> <li>❑ MAP data</li> <li>❑ Subs for release time for vertical collaboration between grade levels</li> <li>❑ PL for Math Endorsement</li> <li>❑ PL for Gifted Endorsement</li> </ul>
<p><b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b></p> <ul style="list-style-type: none"> <li>● Academic Interventionists to be used in grades K-5</li> <li>● Scope teachers to be used in grades K-5</li> <li>● Utilize data from the GloSS and IKAN assessments to provide targeted interventions</li> <li>● Interventionists to be used for Eagle Time in grades K-5</li> <li>● Eagle Time classes that support and develop math literacy</li> </ul>					
<p><b><u>Professional Capacity building to support the above goal and action steps</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">BRES PL Plan</a></li> <li>● Professional Learning will be provided on:           <ul style="list-style-type: none"> <li>○ GA Numeracy Project for EIP and SPED teachers</li> <li>○ Measures of Academic Progress (MAP), GLoSS, and IKAN data analysis</li> <li>○ Co-teaching (as needed)</li> <li>○ Data analysis for students in special programs, e.g. SPED, ESOL, Scope, EIP</li> </ul> </li> <li>● Protected daily PLC time devoted to instructional planning, common assessments, and data analysis</li> <li>● Increase number of teachers with gifted/reading/ESOL endorsements</li> <li>● Vertical collaboration for alignment of math instruction</li> <li>● Ellevation Strategies training for all Teachers and School Leaders</li> </ul>					

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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
    - 7/27/21 - Grade Level PLCs - Communicating Effectively with Parents
    - 9/27/21 - Resource Share - Communicating Effectively with Parents; Respond to Jamboard Prompt
  - Second semester
    - 2/14/22 - Professional Learning Activity - Parent University Planning
    - 3/14/22 - Resource Share - Incorporating Reading into Home Life; Respond to Jamboard Prompt
- 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: October 21, 2021
    - Parent University (Math) - October 21, 2021
    - Fall Conferences (October 13-29, 2021) - Discuss student performance and offer strategies for next steps at home as related to student achievement
  - Second Semester
    - Spring Planning Meeting Date: May 12, 2022
    - Parent University (Reading) - February 24, 2022
    - Spring Conferences (March - May, 2022) - Discuss student performance and offer strategies for next steps at home as related to student achievement

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:

Teachers utilize their professional development specifically to inform parents about the ESOL program with emphasis on involving the parents in fostering increased English proficiency for their students by monitoring at home the effort put forth in all assignments, encouraging a fixed reading time, and, as appropriate, individual as well as family time using Rosetta Stone (families have accounts if requested).

Additionally, parents of ELs are contacted frequently to inform and receive feedback about their child's progress in "perceived" English proficiency from the perspective of the parent.

Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.

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- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- Implement a house system, “Nests”, to foster community among students and staff
- Build a culture of positivity based on the book *Onward: Cultivation Emotional Resilience in Educators*
- Develop/implement a student leadership program, Eagle Helpers
- Fostering collective efficacy among staff & students by providing opportunities to serve in leadership roles (student leadership program, staff committees, Eagle Time)
- Implement instructional rounds with school leadership team
- Dedicated PLC time for vertical and team planning efforts
- Assistant Principal participation in GAEL

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.

Transition from Preschool to Kindergarten:

- Elementary “Sneak-a-Peek” for families of upcoming Pre-K and Kindergarten students during the month of May for the upcoming year.
- Open House during Pre-Planning.
- Kindergarten screenings for all students prior to entering Kindergarten.
- IEP Transition Meetings from Preschool-Elementary, with a BRES SpEd Teacher in attendance.

Transition from Elementary to Middle School:

- 5th Grade “Field Trip” to tour Russell Middle School.
- BRES Counselor and AP will meet with RMS Counselor toward the end of the school year to review 504 Plans, and discuss the individual needs of those students.
- 5th grade teachers will provide input with recommended math classes.
- 5th grade teachers will hold transition meetings with RMS teachers to help support students with IEPs and/or 504s.
- RMS Counselor will visit each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year

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