



SCHOOL IMPROVEMENT PLAN 2021-2022

Goal 1: MATH

We will increase student proficiency in **Math** as measured by the percentage of students to meet their projected growth target in mathematics on the MAP assessment (Fall to Spring).

County Line Elementary - SIP Math Data and Goals					
Grade Level	2017-2018	2018-2019	2019-2020*	2020-2021	GOAL
K**	--	--	--	--	50%
1	--	--	86%	49%	50%
2	61%	54%	51%	57%	50%
3	60%	48%	63%	57%	55%
4	49%	48%	60%	53%	55%
5	55%	66%	75%	70%	55%

**Data from 2019-2020 reflects growth from Fall 2019 to Winter 2020; no EOY 2020 test due to COVID.
 **Kindergarten previously used information from GKIDS for SIP goal-setting. 2021-2022 will be the first year using MAP to assess kindergarteners.*

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Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<p>Teachers will administer the GLOSS and/or IKAN to students and plan appropriate tier one instruction based on students' needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> GLOSS will be administered to all K-2 students and IKAN counting interview will be administered if needed <input type="checkbox"/> IKAN written assessment will be administered to all 3-5 students. The GLOSS and/or IKAN counting interview will be administered as needed. 	Instructional coach; EIP teachers; academic interventionist	Beginning, middle, and end of the year	<p>Grade level data spreadsheets</p> <p>Grade level team meetings</p>	<p>Review of data collected</p> <p>MAP scores</p>	Georgia Numeracy Project
<p>K-5 teachers will implement research-based tier one instruction based on the following resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Updated Georgia math standards (PL this year) <input type="checkbox"/> Math in Practice <input type="checkbox"/> Number Talks <input type="checkbox"/> Children's Mathematics: Cognitively Guided Instruction <input type="checkbox"/> Hand2Mind Daily Fluency Kits 	Instructional coach; grade level chairs; principal; AP	<p>Twice yearly PL w/ RESA math specialist (Seyoung Holte)</p> <p>PL w/ district math specialist (Tamara Bolden)</p> <p>Ongoing PL w/ instructional coach</p>	<p>Formal & informal walk-throughs</p> <p>Classroom "open houses" (grade levels host after school PL to highlight current grade level expectations)</p> <p>Posted anchor charts (as needed)</p> <p>Grade level team meetings</p> <p>Lesson plans</p>	<p>Analysis of math data (MAP, IKAN, GLOSS)</p>	<p>Additional Math in Practice books</p> <p>Resources/books to support Math Fluency / Number Talks - Hand2Mind - Daily Math Fluency Kits</p> <p>Resources to support problem solving (training for teachers, chart paper & markers for anchor charts)</p> <p>Math District Specialist, Tamara Bolden</p> <p>Substitute teachers to allow for ½ day PL/training/planning sessions for grade level teachers</p>
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> • Teachers will utilize MAP curriculum continuum reports to support SWDs, Tier 2, Tier 3, and gifted students in areas of need. • Implement with fidelity specific interventions as outlined in students' Tier 2 or Tier 3 plans (i.e. Exact Path). • Students needing additional support in reading and math will be identified by our academic interventionist who will develop a plan to meet individuals' needs. 					

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Professional Capacity building to support the above goal and action steps

- Monthly meetings with support teachers (ESOL, EIP, SPED, gifted, and specials) to collaborate on enrichment/remediation activities, resources, and review data.
- Increase the number of teachers who earn Gifted and ESOL endorsements to meet the unique learning needs of our student population.
- 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.).
- Grade levels will provide a pacing guide and/or calendar of topics being covered so that the media specialist and special area teachers can coordinate and plan supplemental activities.

Goal 2: Reading

We will increase student proficiency in Reading as measured by the percentage of students meeting their projected growth target on the MAP assessment (Fall to Spring).

County Line Elementary - SIP Reading Data and Goals					
Grade Level	2017-2018	2018-2019	2019-2020*	2020-2021	GOAL
K**	--	--	--	--	50%
1	--	--	86%	48%	50%
2	57%	55%	51%	51%	50%
3	62%	60%	63%	61%	55%
4	59%	48%	60%	58%	55%
5	71%	75%	75%	68%	60%

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 **Kindergarten previously used information from GKIDS for SIP goal-setting. 2021-2022 will be the first year using MAP to assess kindergarteners.*

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Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<p>Teachers will implement the essential components of the reading workshop (Units of Study mini-lesson, work session, closing).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minimize time spent in whole group mini lessons (aim for 5-15 minutes) <input type="checkbox"/> Incorporate regular read alouds to support instruction in reading and content areas <input type="checkbox"/> Monitor independent reading <input type="checkbox"/> Implement appropriately challenging centers/ independent activities <input type="checkbox"/> Strategically group (and regroup) students based on current data (TRC, MAP, DIBELS, progress monitoring, running records, teacher observations, etc.) 	Instructional coach; grade level chairs; principal; AP	<p>September/Jan./April - data meetings (TRC/DIBELS/MAP)</p> <p>Ongoing PL with instructional coach</p> <ul style="list-style-type: none"> • Beginning of the year: review vision for literacy instruction & checklist <p>PL w/ district literacy specialist, Beth McMichael</p>	Instructional Rounds	Analysis of reading data (MAP, TRC, DIBELS, Milestones)	<p>MyOn</p> <p>Flocabulary</p> <p>Beth McMichael, District Literacy Support</p> <p>Additional <u>Units of Study</u> books for new teachers</p> <p>SRA, Wilson, and other intervention materials for SWDs and Tier 3 students</p> <p>Decodable text (book sets for groups; Townsend Press)</p>
<p>3-5 teachers will utilize best practices in teaching phonics/word study by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attending PL sessions on new phonics/word study program <input type="checkbox"/> Implement components of new phonics/word study program 	District Literacy Specialist, Principal, AP, Instructional Coach	<p>Beginning of the year: training for teachers</p> <p>Ongoing PL with instructional coach</p>	Formal and informal observations	Analysis of reading data (MAP & TRC)	Instructional materials provided by the district
<p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></p> <ul style="list-style-type: none"> • Teachers will utilize MAP curriculum continuum reports to support SWDs, Tier 2, Tier 3, and gifted 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.). • Students needing additional support in reading and math will be identified by our academic interventionist who will develop a plan to meet individuals' needs. • Implement regular testing for SWDs including MAP, DIBELS, TRC, and GLOSS/IKAN. • 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 and regular progress monitoring 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). • EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction. • Provide differentiated materials (Scholastic News & StoryWorks) to support gifted students and SPED students as needed. 					
<p><u>Professional Capacity building to support the above goal and action steps</u></p> <ul style="list-style-type: none"> • Monthly meetings with support teachers (ESOL, EIP, SPED, gifted, and specials) to collaborate on enrichment/remediation activities, resources, and review data. • Increase the number of teachers who earn Gifted and ESOL endorsements to meet the unique learning needs of our student population. • Grade levels will provide a pacing guide and/or calendar of topics being covered so that the media specialist and special area teachers can coordinate and plan supplemental activities. • 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 					

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Goal 3: Social Emotional Learning

Students and staff will implement a variety of social emotional learning strategies in order to cultivate a resilient community “where every single child thrives - academically, socially, and emotionally.” (Aguilar, 2018, p. 4)

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Staff will participate in monthly meetings that will focus on the 12 Habits and Dispositions of Resilient Educators as discussed in the book <i>Onward</i> by Elena Aguilar.	Principal, AP, instructional coach, school counselor, small group leaders	BOY/EOY checklists & reflections Ongoing monthly PL	Meeting agendas and presentations	Written teacher reflections Pre/Post assessment using the 12 Habits and Dispositions checklists (pg. 317-321) from <i>Onward</i> Analysis of behavior referral data	Copies of the book <i>Onward</i> for team leaders
PBIS House System <input type="checkbox"/> Monthly House Meetings to focus on various SEL skills (the Exceptional 10) <input type="checkbox"/> Quarterly Celebrations <input type="checkbox"/> Recognition for weekly/monthly winners of House Points <input type="checkbox"/> Holiday reading challenge <input type="checkbox"/> Service learning project	PBIS Team	Monthly meetings Quarterly celebrations December - holiday reading challenge February - service learning project	Meeting agendas and presentations Daily updates of house points on the student news	Analysis of behavior data in monthly PBIS meetings Review of student health survey data (grades 3-5)	Incentives for house winners; lanyards; end of the year rewards; supplies for monthly meetings
<u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u> <ul style="list-style-type: none"> Implement with fidelity specific interventions as outlined in students' Tier 2 or Tier 3 plans. Work with system social workers to coordinate mental health counseling for uninsured students. 					
<u>Professional Capacity building to support the above goal and action steps</u> <ul style="list-style-type: none"> Monthly PBIS Committee meetings will support the implementation of the House System. 					

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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
 - August 17, 2021 PL & Planning for FAQ Night
 - EL/WIDA Training & Use of Language Line
 - PL w/ teachers regarding effective communication with parents & review feedback from spring survey
 - Second semester
 - January 25, 2021 PL & Planning for Looking Ahead Spring Meetings
 - Planning for Lunch & Learns - input on topics to be covered
- Build the capacity of parents to support a partnership among the school, parents, and the community to improve student academic achievement.
 - First semester
 - Title 1 Annual Meeting Date: August 26, 2021 @ Noon & 4:30 p.m.
 - FAQ Night (September 14, 2021 @ 5:00 p.m.) and Lunch & Learns (Week of September 13-17)
 - Parent Conferences (November-December)
 - Second semester
 - Spring planning meeting date: March 24, 2021 @ Noon & 4:30 p.m.
 - Looking Ahead Spring Meeting (February 22, 2021 @ 5:00 p.m.) and Lunch & Learns (Week of February 21-25)
 - Math/Literacy/Assessment Lunch & Learn (optional)

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) - ESOL teachers provide information to teachers and staff members on WIDA assessments and EL Development Standards; training on the use of ELLevation to support instruction is also provided as needed. PL is provided for teachers to develop capacity in communicating with parents of EL students regarding academic support at home.
2. Achieve at high levels within a well-rounded education - class rosters and schedules are created to maximize the use of ESOL support teachers with preference given to reading/ELA instructional blocks wherever possible.
3. Meet the challenging State academic standards expected of all students - assessment results and academic progress reports are shared in an understandable format and language for families; interpretation services are provided as needed through Language Line, Campus Messenger, Remind, and Google Docs.

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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.

Assist in leading the adult SEL “Onward” initiative at both the school and district level.
Co-Lead the House of Leadership in our student PBIS system.
Continue to provide opportunities for others to “lead” within our school (ie. SEL Facilitators, Young GA Author site leader, Grade Level chairs)
Help lead Instructional Rounds in our building to ensure high quality instruction.
Work closely with SGT, Leadership Team and bookkeeper to assure equity in use of funds/resources.
Actively participate in PL’s with grade levels.

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.