



## SCHOOL IMPROVEMENT PLAN 2021-2022

**Goal 1:** We will improve academic achievement in reading by meeting or exceeding the following end of year grade-level goals:

- 60% of students (Kindergarten-5th grade) will achieve expected grade level growth in Reading from Fall to Spring.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<p>Teachers will implement the Reading Workshop model by including:</p> <ul style="list-style-type: none"> <li>❑ <b>Mini-lesson</b> of 10-15 minutes focusing on a single topic students need help with .</li> <li>❑ <b>Work time</b> of 20-30 minutes when students practice the skill taught in the mini-lesson.</li> <li>❑ <b>Student conferencing time</b> of 20-30 minutes when teachers work with individual students or strategy groups.</li> <li>❑ <b>Sharing time</b> when students share their strategies and/or understanding with peers and solicit their feedback, giving the teacher an additional opportunity to check for understanding and address misconceptions</li> </ul>	<p>Admin  Instructional Coach</p>	<p>August 2021 - May 2022</p>	<p>During Pre-planning, provide overview of the expectations for Reading Workshop framework and 90 minute instructional time</p> <p>Provide new teachers with Next Step Forward in Guided Reading and Lucy Calkins Units of Study materials</p> <p>August 3 - August 30: Launching Reader’s Workshop by establishing routines and procedures</p> <p>Focused Walkthroughs by Administration and Instructional Coach</p> <p>Instructional Rounds (9/28, 1/25/, 3/29) Literacy Coach will be invited to participate in Instructional Rounds</p> <p>Lesson Plans</p> <p>Data Notebook with conferring notes for each student</p> <p>Information Observations and POP Cycle by Instructional Coach</p>	<p>Student growth on DIBELS 8 (K-3)</p> <p>Reading levels increased as measured by TRC (K-3)</p> <p>Reading levels increased as measured by RAZ Kids (4-5)</p> <p>Student growth on MAP Reading assessment in Winter and Spring administration</p>	<p>Lucy Calkins Units of Study</p> <p>Literacy Specialist</p> <p><i>Next Step Forward in Guided Reading</i></p> <p>Amplify- TRC and DIBELS 8 (K-3)</p> <p>Benchmark Phonics Curriculum</p> <p>RAZ Kids (4th &amp; 5th)</p> <p>myON</p> <p>Classroom Libraries</p> <p>Accelerated Reader Program</p> <p>StoryWorks/StoryWorks Jr.</p> <p>Exact Path</p>





<p>Designated time for content teachers to plan at the beginning of each unit. (½ day planning)          *Plan second mini lessons along with the unit.          *Plan the additional lessons needed during the quarter. (What standards are not addressed?)          *Are there skills that need to be explicitly taught before starting the unit?</p>	<p>Admin  Instructional Coach</p>	<p>September-May Once per quarter</p>	<p>Information Observations and POP Cycle by Instructional Coach  Focused Walkthroughs by Administration and Instructional Coach  Lesson Plans</p>	<p>Reading stamina is increased and students are reading good fit books during independent reading time.</p>	<p>Substitutes for teachers during collaborative planning half days  BCSS Reading Pacing Guide  Substitute Teachers</p>
<p>Teacher peer observations of reading instruction</p>	<p>Admin  Instructional Coach</p>	<p>September-February</p>	<p>Professional Learning regarding components of a mini lesson.  Instructional Rounds  Focused Walkthroughs by Administration and Instructional Coach</p>	<p>Student growth on DIBELS 8 (K-3)  Reading levels increased as measured by TRC (K-3)  Reading levels increased as measured by RAZ Kids (4-5)  Student growth on MAP Reading assessment in Winter and Spring administration</p>	<p>Coverage for teachers during planned observations</p>

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

- All new teachers will be trained on the RTI process; returning HES teachers will receive an RTI refresher.
- Students who are not making adequate progress in Tier 1 will participate in small group Tier 2 interventions and meet every 6-8 weeks with Assistant Principal to discuss student progress and next steps.
- Title I Paraprofessional will work specifically with Kindergarten - 5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans.
- Strategically schedule EIP, ESOL, and SPED services to coincide with the work session of the literacy block.
- Provide a master schedule that clearly defines the reading block and the time necessary to implement the action steps.
- Provide instructional extension during the After School program to provide instructional support to students reading below grade level.
- After school tutoring offered to students to provide supplemental remediation instruction
- Special Area teachers will assist grade level teachers with providing interventions to students who need additional support as identified through Tier 2 or Tier 3 plan.

**Professional Capacity building to support the above goal and action steps**

- All homeroom teachers will have additional time for PLC collaboration in quarterly, half-day planning days.
- Fourth and 5th grade teachers will be trained on RAZ Kids.
- All reading teachers will receive professional learning on Guided Reading Plus.
- All reading teachers will participate in professional learning with BCSS Literacy Specialist.
- All special education teachers will receive training in SRA.
- All teachers in 3rd grade will participate in the **Fresh Look at Phonics** book study for phonics instruction.
- ESOL teachers will provide professional resources to teachers that support EL students quarterly.
- All new teachers will be trained on the various reading assessment tools used: DIBELS 8, TRC, MAP (K-5).
- All new teachers will be trained on using DRI Box.





## Goal 2: Academic Achievement in Math

We will improve academic achievement in math by meeting or exceeding the following end of year grade-level goals:

- 60% of students (Kindergarten-5th grade) will achieve expected grade level growth in Math from Fall to Spring.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Teachers will implement the math workshop model by including: <ul style="list-style-type: none"> <li>❑ <b>Mini-lesson</b> of 10-15 minutes focusing on a single topic students need help with .</li> <li>❑ <b>Work time</b> of 20-30 minutes when students practice the skill taught in the mini-lesson.</li> <li>❑ <b>Student conferencing time</b> of 20-30 minutes when teachers work with individual students or strategy groups.</li> <li>❑ <b>Sharing time</b> when students share their strategies and/or understanding with peers and solicit their feedback, giving the teacher an additional opportunity to check for understanding and address misconceptions.</li> </ul>	Admin  Instructional Coach	August-May	During Pre-planning, provide overview of the expectations for Reading Workshop framework and 90 minute instructional time  Provide new teachers with Math In Practice book  August 3 - August 30: Launching Math Workshop by establishing routines and procedures  Focused Walkthroughs by Administration and Instructional Coach  Instructional Rounds (9/28, 1/25/, 3/29) Math Content Coach will be invited to participate in Instructional Rounds	Student growth on MAP Math assessment in Winter and Spring administration  Student Growth on the Georgia Numeracy Project stages.	Math In Practice  Exact Path
Incorporate Numeracy Talks to increase number sense	Instructional Coach	September-May	Targeted Walkthroughs and POP Cycles by Instructional Coach  Lesson Plans	Students will be able to talk about and explain their mathematical thinking.  Student Growth on the Georgia Numeracy Project stages.	Hand2Mind Daily Fluency Kits (K-5)  District Math Content Specialist
Designated time for content teachers to plan at the beginning of each unit. (½ day planning) *Plan math units as well as determine how best to assess mathematical standards. *Are there skills that need to be explicitly taught before starting the unit?	Admin  Instructional Coach	September-May (once per quarter)	Information Observations and POP Cycle by Instructional Coach  Focused Walkthroughs by Administration and Instructional Coach  Lesson Plans	Student growth on MAP Math assessment in Winter and Spring administration  Student Growth on the Georgia Numeracy Project stages.	Substitutes  Math in Practice  District Math Content Specialist



Teacher peer observations of math instruction.	Instructional Coach	September-May	Professional Learning regarding components of a mini lesson.  Instructional Rounds  Focused Walkthroughs by Administration and Instructional Coach	Student growth on MAP Math assessment in Winter and Spring administration	Coverage for teachers during planned observations
--	---------------------	---------------	--	---	---

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

- All new teachers will be trained on the RTI process; returning HES teachers will receive an RTI refresher.
- Students who are not making adequate progress in Tier 1 will participate in small group Tier 2 interventions and meet every 6-8 weeks with Assistant Principal to discuss student progress and next steps.
- Title I Paraprofessional will work specifically with Kindergarten - 5th grade students to provide necessary math interventions as outlined in students' Tier 2 or Tier 3 plans.
- Strategically schedule EIP, ESOL, and SPED services to coincide with the work session of the math block.
- Provide a master schedule that clearly defines the math block and the time necessary to implement the action steps.
- Provide instructional extension during the After School program to provide instructional support to students performing below grade level.
- After school tutoring offered to students to provide supplemental remediation instruction
- Special Area teachers will assist grade level teachers with providing interventions to students who need additional support as identified through Tier 2 or Tier 3 plan.

**Professional Capacity building to support the above goal and action steps**

- All homeroom teachers will have additional time for PLC collaboration in quarterly, half-day planning days.
- All math teachers will receive professional learning on the Georgia Numeracy Project.
- All math teachers will participate in professional learning with BCSS Math Content Specialist.
- All special education teachers will receive training in Math U See.
- ESOL teachers will provide professional resources to teachers that support EL students quarterly.
- All math teachers will receive professional learning on the Hand2Mind Daily Fluency Kit.
- All math teachers will participate in examining student work samples to determine next instructional steps.





### Goal 3: Social Emotional

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
All K-5 homeroom teachers will implement the Responsive Classroom Morning Meeting into their daily routines and rituals.	Lauren Jeffords PBIS Team	August-May	Walkthroughs  Lesson Plans	Decreased number of office referrals	
Incorporate Word of the Month that focuses on Social-Emotional Learning, Character Building, etc...	Lauren Jeffords PBIS Team	August-May	Word of the Month List  Lesson Plans		
Guidance Counselor will support students in K-5th grade by providing guidance lessons throughout the 21-22 school year.	School Counselor	First 10 days of school-Visit every classroom  September-May- Visit every classroom monthly	Guidance Schedule		
<b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b> <ul style="list-style-type: none"> <li>TeachTown intervention will be implemented for students who are in need of Tier 2 or Tier 3 behavior support.</li> </ul>					
<b><u>Professional Capacity building to support the above goal and action steps</u></b> <ul style="list-style-type: none"> <li>All new teachers will receive professional development on Morning Meeting routines.</li> </ul>					



### **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
    - Holsenbeck Open House - 8/2/21
    - Literacy Night - 10/19/21
  - Second semester
    - Multi-Cultural Night - 1/20/21
    -
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
  - First semester
    - Virtual Curriculum Night - 8/12/21
    - Annual Meeting Date: 8/30/21
  - 
  - Mid Year Parent/Teacher Conferences - November/December
  - Second semester
    - Spring planning meeting date: March 2022
    - Building Parent Capacity Date and Activity:

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:**

- Provide communications, newsletters, and other information in the preferred language of parents to the greatest extent practicable.
- Provide interpretation services as needed or requested at parent meetings and trainings using interpreters, Language Line, Campus Messenger, and/or the Remind App.
- Teachers will participate in professional learning twice each semester to build capacity for parent engagement.
- Information will be shared on interpretation of assessment results.
- 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.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

Holsenbeck will create a school climate and culture conducive to learning by promoting and communicating high expectations for purposeful learning for all classrooms and for all learners. HES will protect the instructional time of classrooms, actively seek feedback from faculty and staff, and set high expectations for content delivery and classroom management. The HES administrative team (principal, assistant principal, instructional coach) will meet weekly to discuss and plan school operations, school improvement needs, and to delegate assignments. HES also cultivates and distributes leadership through effective teams (SGT, Leadership, PBIS, etc.) and committees comprised of various stakeholders and faculty members. HES assists faculty pursuing leadership opportunities by assigning new roles (Ex. Partners In Education Coordinator) and allowing observational segments of meetings and other administrative work. HES will ensure high quality instruction in all classrooms in a variety of ways, including classroom visits (informal and formal administrative observations, peer observations, instructional rounds), weekly professional learning with the HES instructional coach, and by obtaining proven classroom curriculum and necessary resources. Resource management is delegated between administration, instructional coach, media center specialist (technology), and other front office personnel. HES will maintain consistent improvement efforts by periodic assessments of student performance levels and other pertinent data, the sharing of this information with teams (SGT, Leadership, PBIS, etc.) and other stakeholders, and then determining needed action steps or adjustments.

**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.

We understand the critical nature of supporting students through transitioning from preschool to elementary school, and from elementary school to middle school. We will continue to invite area preschools to tour our school prior to completing their time in preschool. Additionally, we will offer a Pre-K and Kindergarten Sneak a Peek for families to learn about our school prior to enrolling. In 5th grade, we support our students learning about the career pathway opportunities available to them in the future. We will ask the CTAE program to come out again this year to share these options with students. In order to help students learn more about what middle school is like, our 5th grade students will visit Bear Creek MS in the spring. 5th grade will graduate from the WB football field and meet with the WB principal to discuss the importance of doing well in school and graduating.

