



SCHOOL IMPROVEMENT PLAN 2021-2022

Goal 1: Reading Achievement

Winder Elementary School students will increase their proficiency in reading/English language arts as measured by Measures of Academic Progress (MAP). There will be an increase of 5% or more at each grade level, kindergarten through fifth, in the percentage of students who meet or exceed their MAP Growth Targets between the Fall 2021 and Spring 2022 administrations. There will be an increase of 5% or more in each subgroup, i.e. ED, SPED, and LEP, as well as in our "All" group.

	21-22	20-21	19-20	18-19
1st		53%	COVID	NA
2nd		45%	COVID	40%
3rd		56%	COVID	48%
4th		65%	COVID	51%
5th		63%	COVID	49%



Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Collaborative instructional Planning	Grade-level team leaders, facilitated at times by the instructional coach	These teams will each meet twice per week throughout the year.	Lesson and unit plans, grade level meeting agendas, notes, artifacts	Improved student performance on grade-level formative and summative assessments, DIBELS, MAP, TRC, mid-year staff survey results, Milestones	Lucy Calkins' <i>Units of Study</i> , <i>Benchmark Phonics</i> , <i>Next Steps Forward in Guided Reading</i> ; decodable text sets, BrainPop
School-wide focus of comprehension; school-wide graphic organizer,	Vertical Team leaders, facilitated at times by the instructional coach	Monthly meetings	Meeting agendas, artifacts, resources created	improved student performance on summative assessments of comprehension, MAP, TRC, mid-year staff survey results	Lucy Calkins' <i>Units of Study</i> , <i>Next Steps Forward in Guided Reading</i> ; <i>Reading A-Z</i>
Vertical Alignment/Planning	Monthly meetings with reading/ELA vertical team	Monthly meeting	Artifacts from team meetings, anchor charts, resources created	improved student performance on DIBELS, MAP, TRC, mid-year staff survey results, Milestones	Copies of standards
<p>Teachers will consistently implement Lucy Calkins' Units of Study for reading:</p> <ul style="list-style-type: none"> Follow the district-created lesson plans for establishing readers' workshop. Monitor effectiveness of independent reading through individual conferencing with students Targeted mini lessons including read alouds Comprehension Accuracy Vocabulary Fluency Implement differentiated teacher-led small groups and independent activities Implement K-2 Wiley Blevins phonics curriculum with fidelity. <p>Lucy Calkins Coaching Cycles (peer observations, POP cycles, lesson analysis and critiques)</p>	Instructional Coach, district English Language Arts coach	Daily instruction	Formative observations, peer observations, coaching cycles, lesson and unit plans, classroom artifacts and student work samples, teachers' conferencing notebooks	Improved student performance on MAP, TRC, and grade level summative assessments, Milestones	Lucy Calkins teacher lesson books, Lucy Calkins materials for classrooms; a variety of leveled readers, book boxes, chart paper, markers, copies of appropriate historical fiction texts, Reading A-Z, Studies Weekly
Expansion of Horizontal Alignment, focus on teacher clarity by deconstructing standards, examining student evidence of mastery, and defining success criteria	Grade-level team leaders, facilitated at times by the	Weekly meetings	Formative observations, lesson and unit plans, grade level meeting agendas, notes, artifacts	Improved student performance on grade-level formative and summative assessments, DIBELS, MAP,	Copies of standards, chart paper, markers



	instructional coach			TRC, mid-year staff survey results, Milestones	
Continue/expand work on phonics instruction K-5 Benchmark Phonics for 3-5	Grade-level team leaders, facilitated at times by the instructional coach	Monthly meetings	Formative observations, lesson and unit plans, grade level meeting agendas, notes, artifacts	improved student performance on grade-level formative and summative assessments, DIBELS, MAP, TRC, mid-year staff survey results, Milestones	Benchmark Phonics books and related classroom resources and supplies
Actions to create a Supportive Learning Environment for accelerated or academically struggling students					
<ul style="list-style-type: none"> Teachers will meet individually, at least once per month, with the Academic Interventionist to discuss students in need of receiving Tier 2 interventions. Teachers will meet individually, at least once per month, with the Assistant Principal to discuss students receiving Tier 3 interventions. Early Intervention (EIP) support teachers will work with students in Tier 3 for at least 45 minutes daily during the work period of the ELA block and/or during ELT. Classroom teachers will provide Tier 2 interventions during the work session of ELA. Differentiated tasks will be reflected in teacher lesson plans for accelerated students. 					
Professional Capacity building to support the above goal and action steps					
<ul style="list-style-type: none"> Selection of Vertical Alignment Team members to engage in ongoing work of unpacking standards, defining success criteria, analyzing student work, creating resources for both teachers and students Weekly meetings in grade-level PLCs to share work of Vertical Alignment Team and continue grade-level horizontal alignment work Conduct peer observations to build capacity with implementation of Lucy Calkins' Units of Study. 					

Goal 2 Math Achievement

Winder Elementary School students will increase their proficiency in math as measured by Measures of Academic Progress (MAP). There will be an increase of 5% or more at each grade level, kindergarten through fifth, in the percentage of students who meet or exceed their MAP Growth Targets between the Fall 2021 and Spring 2022 administrations. There will be an increase of 5% or more in each subgroup, i.e. ED, SPED, and LEP, as well as in our "All" group.

	21-22	20-21	19-20	18-19
1st		57%	COVID	43%
2nd		50%	COVID	40%
3rd		41%	COVID	33%
4th		65%	COVID	46%
5th		46%	COVID	42%



Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Collaborative Instructional Planning	Grade-level team leaders, facilitated at times by the instructional coach	These teams will each meet twice per week throughout the year.	Lesson and unit plans, grade level meeting agendas, notes, artifacts	Improved student performance on grade-level formative and summative assessments, MAP, Milestones, mid-year staff survey results	<i>Math In Practice</i> book and related resources
School-wide focus on math fluency	Instructional Coach, District Math Coach, Vertical Alignment Team	Daily instructional routine in classrooms	Lesson plans, student work, peer observations, formative observations		<i>Hand 2 Mind</i> book and related resources
Vertical Alignment/Planning	Vertical Alignment Team members, facilitated by Instructional Coach	Monthly meetings			
Expansion of Horizontal Alignment, focus on teacher clarity by deconstructing standards, examining student evidence of mastery, and defining success criteria	Grade-level team leaders, facilitated at times by the instructional coach	Weekly meetings	formative observations, lesson and unit plans, grade level meeting agendas, notes, artifacts	improved student performance on grade-level formative and summative assessments, MAP, Milestones, mid-year staff survey results	
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> Teachers will meet individually, at least once per month, with the Academic Interventionist to discuss students in need of receiving Tier 2 interventions. Teachers will meet individually, at least once per month, with the Assistant Principal to discuss students receiving Tier 3 interventions. Early Intervention (EIP) support teachers will work with students in Tier 3 for at least 45 minutes daily during the work period of the Math block and/or during ELT. Classroom teachers will provide Tier 2 interventions during the work session of Math Differentiated tasks will be reflected in teacher lesson plans for accelerated students. 					
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> School-wide activities that highlight relevant math vocabulary Creation of classroom resources that show the progression of standards across grade levels K-5 Selection of Vertical Alignment Team members to engage in ongoing work of unpacking standards, defining success criteria, analyzing student work, creating resources for both teachers and students Weekly meetings in grade-level PLCs to share work of Vertical Alignment Team and continue grade-level horizontal alignment work 					



Goal 3: Social and Emotional Learning / Positive School Culture

The percentage of students responding “Always” or “Often” to items on the Georgia Student Health Survey will increase by 5% or more on items relating to feeling safe and respected at school. The percentage of students responding “Strongly Agree” or “Somewhat Agree” to items on the Georgia Student Health Survey will increase by 5% or more on items relating to a positive and inclusive school culture. The percentage of students responding “Strongly Agree” or “Somewhat Agree” to items on the Georgia Student Health Survey will increase by 5% or more on items relating to a positive and inclusive school culture.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Staff will focus on cultivating self-awareness and resilience by completing monthly activities in <i>Onward</i> .	Assistant principal, <i>Onward</i> Team Leaders (OTL)	Monthly meetings with team leads, monthly meetings for all staff in small groups	pre/mid/post pulse checks with staff, notes from meetings with OTL	Mid-year and end-of-year staff survey	Copies of <i>Onward</i> book and workbook for schoolwide leadership team and <i>Onward</i> team leaders
<i>Sources of Strength</i> will continue to be used in third grade, and will be scaled up to be implemented in fourth and fifth grades.	Assistant Principal, PBIS Team Leaders	Weekly lessons taught in classrooms	Lesson plans, student work samples	Student Health Survey results, counselor student survey results	<i>Sources of Strength</i> books and materials
PBIS committee will lead two PBIS Booster Weeks, one in the fall and one in the spring, to promote positive student behaviors school-wide.	PBIS Team Leaders, all staff	One week in September and one week in March	Student participation in weekly themes, teacher buy-in and participation in weekly themes, observations in classrooms and common areas	Discipline data, Student Health Survey data	Posters, poster maker, prizes for weekly winners
School-wide professional learning on principles relevant to Boys Town program Well-Managed Schools	Principal and Assistant Principal, PBIS representatives, School Counselor	Daily implementation school-wide	Observations in classrooms and common areas, teacher lesson plans, classroom artifacts, e.g. anchor charts, <i>BoysTown</i> materials	Discipline data, Student Health Survey data, mid-year and end-of-year staff surveys	BoysTown books, BoysTown posters and classroom resources; professional learning sessions led by BoysTown consultants
Actions to create a Supportive Learning Environment for accelerated or academically struggling students <ul style="list-style-type: none"> Teachers will meet individually, at least once per month, with the Academic Interventionist to discuss students in need of receiving Tier 2 interventions. Teachers will meet individually, at least once per month, with the Assistant Principal to discuss students receiving Tier 3 interventions. Differentiated tasks will be reflected in teacher lesson plans for accelerated students 					
Professional Capacity building to support the above goal and action steps <ul style="list-style-type: none"> Monthly meetings with OTL to review monthly themes and activities. All-staff training on BoysTown model <i>Sources of Strength</i> training for fourth and fifth grade teachers 					



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
 - Schoolwide presentation
 - Tip Sheet for Engaging Families
 - Second semester
 - Schoolwide presentation
 - Family Engagement Game
- 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: September 22, 2021
 - Virtual Curriculum Night – August 26, 2021
 - Second semester
 - Spring planning meeting date: April 14, 2022
 - Mid-year Parent Teacher Conferences – Jan/February 2022

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: ESOL teachers will send parents a presentation about ways to support their students and how to connect to school and other educational resources to support their students.



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 morning meeting, social emotional curriculum, rules, and procedures.
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Leadership will aid and develop our school culture as a welcoming, safe, and academically challenging environment for families and students.

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.

Preschool-Elementary:

- Elementary “Sneak-a-Peek” for families of upcoming Pre-K and Kindergarten students during the month of May for the upcoming year.
- Elementary School Open House during Pre-Planning.
- Kindergarten Screenings, which included ideas of skills that parents could work on over the summer, prior to entering Kindergarten.
- IEP Transition Meetings from Preschool-Elementary, with a WES SpEd Teacher in attendance.

Elementary-Middle:

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