



**SCHOOL IMPROVEMENT PLAN
2022-2023**

Goal 1: Eighty percent of 3rd through 5th grade students will indicate (Always or Often) they like school on the GADOE Student Health Survey (Baseline: 49% in Spring 2022)

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a school-based attendance policy <input type="checkbox"/> Refine Nests (house system) to include all new staff and students. <input type="checkbox"/> Update Nests and Celebration schedules to meet quarterly rather than monthly <input type="checkbox"/> Implement a school-wide positive behavior tracking system through the use of Class Dojo or a similar mode of data collection <input type="checkbox"/> Recognize staff and students on a consistent basis through a variety of incentives <input type="checkbox"/> Continue/refine student leadership program, Eagle Leaders <input type="checkbox"/> Implement CharacterStrong! SEL curriculum 	Administration Instructional Coach School Counselor Leadership Team	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-planning CharacterStrong <input type="checkbox"/> Pre-planning PBIS refresher(PL) <input type="checkbox"/> Pre-planning personality inventory to sort staff into Nests <input type="checkbox"/> Pre-planning PL for Class Dojo/behavior tracking <input type="checkbox"/> Quarterly Nest meetings with students <input type="checkbox"/> Monthly positive behavior celebrations for students <input type="checkbox"/> Monthly Staff recognitions <input type="checkbox"/> Monthly PLC for staff on CharacterStrong! <input type="checkbox"/> Monthly Student Support Team meetings with School Social Worker <input type="checkbox"/> Monthly Attendance Meetings with families 	<ul style="list-style-type: none"> <input type="checkbox"/> Semesterly staff pulse checks <input type="checkbox"/> Student data via fall, winter, and spring climate survey <input type="checkbox"/> Class Dojo Points - celebration participation spreadsheet <input type="checkbox"/> Staff shout-out entries <input type="checkbox"/> Student goal setting/reflections 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased student attendance at monthly PBIS celebrations 	<ul style="list-style-type: none"> <input type="checkbox"/> Class Dojo <input type="checkbox"/> CharacterStrong! Curriculum <input type="checkbox"/> School-based attendance policy <input type="checkbox"/> Nests lesson plans <input type="checkbox"/> Monthly guidance lessons <input type="checkbox"/> PBIS matrix
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> • Monthly counseling lessons based on designated monthly SEL theme delivered to all students by the counselor • Small group/individual counseling sessions for identified students • Monthly goal setting and reflections sessions (focusing on behaviors) for students who are not meeting PBIS expectations • Monthly Students Support Team meetings with School Social Worker • Monthly attendance meetings with families 					



Professional Capacity building to support the above goal and action steps

- [BRES PL Plan](#)
- Professional Learning will be provided on:
 - PBIS Refresher
 - Class Dojo/behavior data collection
 - CharacterStrong!
- Counselor participation at GSCA Conference

Next Steps *(devised from feedback at Fall 2022 and Spring 2023 Progress Check)*

- Goal(s)
 -
- Action Steps
 -
- Professional Learning
 -
- Family Engagement

Approved:

Goal 2: Seventy percent of all students will meet their expected growth projection in reading on the Spring 2023 MAP assessments.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Continue consistent daily implementation of the BCSS ELA Instructional Framework with an emphasis on small group instruction <ul style="list-style-type: none"> <input type="checkbox"/> Provide differentiated instruction via guided and strategy groups <input type="checkbox"/> Unpack reading standards to ensure alignment of instructional practices, instructional resources, and pacing guides <input type="checkbox"/> Participate in vertical collaboration and grade level collaboration to align reading instruction <input type="checkbox"/> Devise a master schedule which includes 30 minutes of phonics/word work time for all grade levels 	Admin Instructional Coach Leadership Team	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-planning/August Phonics and Word Study PL (refresher) <input type="checkbox"/> Pre-planning/August Units of Study PL (refresher) <input type="checkbox"/> Pre-planning/August DIBELS training/refresher for EIP teachers, <input type="checkbox"/> Ongoing BRES Assessment Calendar <input type="checkbox"/> August RIT and DIBELS PL for Kdg - 5th teachers and EIP <input type="checkbox"/> August 1st - 5th teachers administer IDI to targeted students <input type="checkbox"/> Ongoing <i>New Art and Science of Teaching</i> PL <input type="checkbox"/> Ongoing Monthly Data and Kid Talks 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional rounds by teachers, IC, admin, and county support staff <input type="checkbox"/> Informal observations by IC <input type="checkbox"/> Coaching cycles by IC <input type="checkbox"/> Analyze effectiveness of strategy implementation during grade level PLCs <input type="checkbox"/> Analyze effectiveness of high yield instructional strategies implementation during grade level PLCs 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual student growth on TRC <input type="checkbox"/> Individual student growth on MAP <input type="checkbox"/> Individual student growth on DIBELS <input type="checkbox"/> Semesterly ELA pulse check 	<ul style="list-style-type: none"> <input type="checkbox"/> Leveled Reading books <input type="checkbox"/> Story Works (4-5) and Story Works Junior (2-3) <input type="checkbox"/> Ellevation Strategies <input type="checkbox"/> iPads & Chromebooks <input type="checkbox"/> Subs for release time for vertical collaboration between grade levels <input type="checkbox"/> PL for Gifted and EL Endorsement <input type="checkbox"/> Wilson Language Foundations <input type="checkbox"/> Brain Pop <input type="checkbox"/> Foundations <input type="checkbox"/> Sunday Reading
<p>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</p> <ul style="list-style-type: none"> • Academic Interventionist to provide interventions to Tier 3 students • EIP teachers to provide small group support and deliver interventions • Scope teachers to provide extension activities to ALL students through a variety of instructional models • Wilson Reading, Foundations, and DRI Box Instruction used as an intervention for students scoring yellow or red on the DIBELS assessment • Rosetta Stone and ELlevation for ELs in need of supplemental (in addition to ESOL) English language support based on RTI 					
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> • BRES PL Plan • Professional Learning will be provided on: <ul style="list-style-type: none"> ○ Benchmark Phonics Workshop and word study (refresher) ○ Units of Study (refresher) 					

Approved:

- Measures of Academic Progress (MAP), DIBELS, and TRC data analysis
- Co-teaching (as needed)
- Data analysis for students in special programs, e.g. SPED, ESOL, Scope, EIP
- *New Art and Science of Teaching*
- Protected daily PLC time devoted to instructional planning, common assessments, and data analysis
- Increase number of teachers with gifted/reading/ESOL endorsements

Next Steps (*devised from feedback at Fall 2022 and Spring 2023 Progress Check*)

- Goal(s)
 -
- Action Steps
 -
- Professional Learning
 -
- ∄ Family Engagement
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Approved:

Goal 3: Seventy percent of all students will meet their expected growth projection in math on the Spring 2023 MAP assessments.

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

Approved:

Next Steps *(devised from feedback at Fall 2022 and Spring 2023 Progress Check)*

- Goal(s)
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- Action Steps
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- Professional Learning
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- Family Engagement

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
 - 8/18/22 - Grade Level PLCs - Communicating Effectively with Parents
 - September 22, 2022 Family Engagement 101 PL at PDC.
 - October 2- Mapping relationships (whole faculty) - build in mentorships and forming bonds- monthly Climate culture PL
 - Second semester
 - Feb 7 2023- Family Engagement PL
 - March 21 2023- Family Engagement PL- preparing for spring and finishing strong
- 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 4, 2022 6:00 pm
 - Parent University (Math) - October 4, 2022 5:00 pm
 - Fall Conferences (October) - Discuss student performance and offer strategies for next steps at home as related to student achievement - buffet style presentation to offer smaller sessions to address questions; ensure contacting parents by phone to share data, EIP, gifted services, etc. so parents understand what their child is doing.
 - Second Semester
 - Spring Planning Meeting Date: May 9, 2023
 - Parent University (Reading) - February 21, 2023 6:00 pm
 - Spring Conferences (March - May, 2022) - Discuss student performance and offer strategies for next steps at home as related to student achievement

Approved:

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

- Continue a house system, "Nests", to foster community among students and staff
- Build a culture of positivity through the implementation of the CharacterStrong! curriculum
- Develop/implement a student leadership program, Eagle Elite
- Fostering collective efficacy among staff & students by providing opportunities to serve in leadership roles (student leadership program, staff committees, School Governance Team, etc.)
- Implement instructional rounds with school leadership team
- Dedicated PLC time for vertical and team planning efforts
- Principal and 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:

Approved:



- 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

Approved:

