



SCHOOL IMPROVEMENT PLAN for 2022-2023

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.

| County Line Elementary - SIP Math Data and Goals | | | | | | |
|--|-----------|-----------|------------|-----------|-----------|----------------|
| Grade Level | 2017-2018 | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 22-23 EOY GOAL |
| K | -- | -- | -- | -- | 52% | 60% |
| 1 | -- | -- | 86%(MOY) | 49% | 70% | 60% |
| 2 | 61% | 54% | 51% (MOY) | 57% | 76% | 75% |
| 3** | 60% | 48% | 63% (MOY) | 57% | 65% (MOY) | 80% |
| 4** | 49% | 48% | 60% (MOY) | 53% | 72% (MOY) | 72% |
| 5** | 55% | 66% | 75% (MOY) | 70% | 66% (MOY) | 77% |



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**Data from 2019-2020 reflects growth from Fall 2019 to Winter 2020; no EOY 2020 test due to COVID.*

***MOY data for 21-22 in grades 3-5 is based on MAP Growth testing because GMAP was administered for the EOY testing period. EOY data goals for 22-23 are based on cohort performance on MAP Growth from year to year.*

| Tier 1 Action Steps to Ensure Coherent Instruction | Team Lead | Timeline | Monitoring Implementation | Indicators of Success | Resources |
|--|---------------------------------|----------|--|---|--|
| Teachers will implement the essential components of the math workshop (mini-lesson, work session, closing). <ul style="list-style-type: none"> ○ Minimize time spent in whole group mini lessons (aim for 5-15 minutes) | Instructional coach; admin team | Ongoing | Instructional Rounds Formal & Informal observations | Analysis of data from multiple sources (MAP, IKAN/GLOSS, classroom assessments) | Georgia Numeracy Project Hand2Mind Daily Math Fluency |

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| <ul style="list-style-type: none"> ○ Incorporate regular think alouds to support instruction in number fluency and strategy (Number Talks, Counting Collections/Jars, CGI, etc.) ○ Monitor independent math work ○ Implement appropriately challenging centers & meaningful independent activities ○ Strategically group (and regroup) students based on current data (IKAN, GLOSS, MAP, teacher observations, class assessments, etc.) | | | | | <p>Counting Collections/ Choral Counting</p> <p>Cognitively Guided Instruction</p> |
| <p>K-5 teachers will implement research-based tier one instruction based on the Barrow County Math Expectations at each grade level. PL topics will vary by grade level, but may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fluency: Number Talks/Number Strings, Counting Collections/Jars <input type="checkbox"/> Problem Solving: CGI <input type="checkbox"/> Review: Daily calendar & related activities | <p>Instructional coach; grade level chairs; principal; AP</p> | <p>Twice yearly PL w/ RESA math specialist (Seyoung Holte)</p> <p>PL w/ district math specialist (Tamara Bolden)</p> | <p>Formal & informal walk-throughs</p> <p>Posted anchor charts (as needed)</p> | <p>Analysis of math data (MAP, IKAN, GLOSS, Classroom assessments)</p> | <p>Resources/ books to support Math Fluency - Hand2Mind kits for self-contained SPED classrooms</p> |

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| <input type="checkbox"/> Updated Georgia math standards (continuing work from 21-22) | | Ongoing PL w/ instructional coach | Grade level team meetings Lesson plans | | Resources to support daily calendar activities and spiral review Math District Specialist, Tamara Bolden |
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Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- Teachers will utilize MAP curriculum continuum reports and Georgia Numeracy Project resources 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, Number Worlds).
- Implement regular testing for SWDs including MAP, DIBELS, and TRC.

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 maintain an updated pacing guide and/or calendar of topics being covered.



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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.

| County Line Elementary - SIP Reading Data and Goals | | | | | | |
|---|-----------|-----------|------------|-----------|-----------|----------------|
| Grade Level | 2017-2018 | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 22-23 EOY GOAL |
| K | -- | -- | -- | -- | 58% | 62% |
| 1 | -- | -- | 86% (MOY) | 48% | 51% | 62% |
| 2 | 57% | 55% | 51% (MOY) | 51% | 60% | 58% |
| 3** | 62% | 60% | 63% (MOY) | 61% | 63% (MOY) | 66% |

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|------------|-----|-----|-----------|-----|-----------|------------|
| 4** | 59% | 48% | 60% (MOY) | 58% | 63% (MOY) | 68% |
| 5** | 71% | 75% | 75% (MOY) | 68% | 75% (MOY) | 68% |

**Data from 2019-2020 reflects growth from Fall 2019 to Winter 2020; no EOY 2020 test due to COVID.
 **MOY data for 21-22 in grades 3-5 is based on MAP Growth testing because GMAP was administered for the EOY testing period. EOY data goals for 22-23 are based on cohort performance on MAP Growth from year to year.*

| Tier 1 Action Steps to Ensure Coherent Instruction | Team Lead | Timeline | Monitoring Implementation | Indicators of Success | Resources |
|--|---|---|---------------------------|---|---|
| Teachers will implement the essential components of the reading workshop (Units of Study mini-lesson, work session, closing). <input type="checkbox"/> Minimize time spent in whole group mini lessons (aim for 5-15 minutes) | Instructional coach; grade level chairs; principal; AP | September/Jan./April - data meetings (TRC/DIBELS/MAP) Ongoing PL with instructional coach <ul style="list-style-type: none"> ● Review vision for literacy instruction | Instructional Rounds | Analysis of reading data (MAP, TRC, DIBELS, Milestones) | Beth McMichael, District Literacy Support SRA, Wilson, and other intervention materials for SWDs and Tier 3 students |



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| <ul style="list-style-type: none"> <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.) | | <p>PL w/ district literacy specialist, Beth McMichael</p> | | | <p>Decodable texts (book sets for small group instruction)</p> |
| <p>K-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 phonics/word work <input type="checkbox"/> Implementing components of Benchmark phonics with fidelity <input type="checkbox"/> Incorporating direct handwriting instruction throughout grade levels. | <p>District Literacy Specialist, Principal, AP, Instructional Coach</p> | <p>Ongoing PL with instructional coach</p> | <p>Formal and informal walk-throughs</p> | <p>Analysis of reading data (MAP, DIBELS, & TRC)</p> | <p>Benchmark Phonics Instructional materials provided by the district</p> <p>Beth McMichael, District Literacy Support</p> <p>Materials to support handwriting instruction/practice</p> |

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| <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 along with progress monitoring as outlined in students' Tier 2/3 plans or IEPs (i.e. Exact Path, SRA, Wilson Reading, Blast Reading Intervention/SIPPS, Heggerty Intervention Materials, and 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, and TRC. ● EL students not making adequate progress will be provided supplemental language development support using Imagine Learn 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 maintain an updated pacing guide and/or calendar of topics being covered. ● 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) We will reduce our number of Office Referrals for Battery by 10% (2021-2022 total was 16).

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| Staff will participate in monthly activities and/or meetings that will focus self-care 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 results to questions based on the SPARQtools assessment of collective efficacy | Various supplies as needed by small group leaders |
| PBIS House System <ul style="list-style-type: none"> ○ Monthly House Meetings to focus on 9 character traits based on the Character Strong SEL program ○ Quarterly Celebrations | PBIS Team (one teacher from each grade level/area) | Monthly meetings Quarterly celebrations 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 |

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| <ul style="list-style-type: none"> ○ Recognition for weekly/monthly winners of House Points | | | | |
| <p>Character Strong curriculum</p> <ul style="list-style-type: none"> □ Grade levels will complete lessons based on the 9 character traits outlined in the Character Strong curriculum | Grade chairs | Weekly lessons based on the theme of the month | Lesson plans | Character Strong online platform |

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

- Implement with fidelity specific interventions as outlined in students' Tier 2 or Tier 3 plans.
- Work with school counselor and system social workers to coordinate mental health counseling for uninsured students.

Professional Capacity building to support the above goal and action steps

- Monthly PBIS Committee meetings will support the implementation of the House System.
- Schoolwide PL on Character Strong during pre-planning.



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 23, 2022 PL & Planning for FAQ Night
 - EL Information Night
 - EL/WIDA Training & Use of Language Line
 - PL w/ teachers regarding effective communication with parents
 - Second semester
 - January 24, 2023 PL & Planning for spring parent engagement activities
- 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: September 8, 2022 @ 5:00 p.m.
 - FAQ Night (September 8, 2022 @ 5:30 p.m. & 6:00 p.m.)
 - Parent Conferences (November-December)
 - Lunch & Learns (literacy & math focused, dates TBD)
 - Second semester
 - Spring planning meeting date: March 23, 2022 @ 2:30 p.m.

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- Lunch & Learns: Literacy 1/11/23 & Math 1/18/23

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 Elevation 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.

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.



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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.

COUNTYLINE ELEMENTARY

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