



SCHOOL IMPROVEMENT PLAN 2022-2023

Goal 1(a) 60% of Students in K-5th Grade (up from 44.4% on Fall 21 to Fall 22) will meet their projected growth goal from BOY to EOY on the Reading MAP assessment. 1(b) 80% of students in grades K-2 will improve at least 3 levels from BOY to EOY TRC or be “at” or “above” grade level on end of year TRC

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Create and share parent modules that will teach parents how to better support their students with reading fluency,	Administration and grade levels	Monthly	- Google classrooms - Website	- Growth on MAP - Parent Participation	School Website
All ELA Teachers will implement Units of Study into their weekly ELA plans. Teachers in K-3 will also implement Benchmark Phonics	Instructional Coach	Weekly	- Lesson Plans - Focus Walks	- Growth on MAP/GMAP	School lesson plans
Students in grades 1-5 will have access to Exact Path program that will work on deficit skills as identified on MAP tests or grade level standards. Students will work on these approximately 45 minutes per week. Students in Kindergarten will have access to Reading Eggs and Fast Phonics and should spend at least 40 minutes per week	Administration and teachers	Weekly starting in September after BOY MAP assessment	- Upload of Data from MAP - Monthly Reports Math	- Growth on MAP/GMAP	Exact Path
All students and teachers will use Weekly Scholastic News to incorporate real time non-fiction reading into the everyday instruction	Teachers	Weekly – 1 hour per week	- Grade level Lesson plans	- Growth on MAP/GMAP	Scholastic News
All teachers will participate in professional learning on engaging teaching practices to implement in their classrooms.	Teachers	Monthly	- Sign in sheet - Peer reflection and feedback - Self-reflection journals	- Growth on MAP/GMAP	Lesson Plan Folder to find lessons



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

- Data digs as soon as data is available from DIBELS, TRC, and MAP Assessments to identify at risk/struggling students (those in RED/YELLOW in DIBELS, and those below 35%ile in MAP) who are not already receiving some type of service (IEP, ESOI services, etc.).
- EL students are determined as needing EIP support if they show no growth in ACCESS scores over 3 years and/or if their teachers agree that language may not be a key factor
- Students are identified and then using the EIP rubrics, evaluated for EIP placement. We try to pull the highest that fit the EIP rubric if possible. EIP teachers 2022-2023 are splitting their focus roughly 70% reading and 30% math.
- The interventionist then determines which students out of the lowest scoring 1st – 3rd graders are in need of support and begins meeting with them daily using Leveled Literacy Interventions
- Grade level MTSS teams (grade level teachers, EIP teacher, Interventionist (1st – 3rd grade), counselor, and admin meet every 3-4 weeks to review the students getting support, those that need more intensive interventions (Tier 2) in the classroom, and those that need individual intensive support (Tier 3) in the classroom.
- Administration meets monthly to review MTSS process and progress of school (08/08, 09/26, 10/24, 11/28, 01/30, 02/27, 03/20, 04/24, 05/26)
- Title I paraprofessionals are supporting classroom teachers in progress monitoring RED (weekly) and YELLOW (every 2 weeks) DIBELS students in 1st – 3rd grade (SWD, EL students are not part of this data collection).
- EIP Teachers share data with grade-level teachers weekly. Admin checks progress monitoring weekly (Wednesday at 1pm).
- As Tier 2 and/or EIP students are not showing progress (after 4-6 weeks, we look at a possible phase change, or Tier increase based on the previous data collected on the student).
- MTSS meetings are being scheduled concurrently with all other bullets above for all Tier 3 students and for those moving from Tier 2 to Tier 3
- Every person at KES will have a daily time to work on sustained reading (stamina-focus) built into the master schedule. Also incorporate vocabulary building

Professional Capacity building to support the above goal and action steps

- Coaching cycle with Mr. Vickers
- All teachers will participate in professional learning on engaging teaching practices to implement in their classrooms on monthly basis
- a team of 9 members that will be trained by CLASE in instructional conversations led by Mark Vickers, Trey Neupert and the CLASE team from UGA
- Monthly meetings where grade levels will "model teach" a lesson to the other teachers that are in multi-grade level groups.
- Monthly opportunities for teachers to provide and receive constructive feedback to the model teachers.
- Instructional Conversation groups will also share ideas during these monthly meetings when it is their time to model teach.
- Monthly video recorded lessons where teachers observe and reflect with a partner focusing on engagement.
- 4 Book Readings and planning where teacher will use Georgia Book Award honor books to plan creative and engaging lessons in all subject areas
- 3 Sets of Instructional Rounds
- Creation of a lesson plan on KES Dragons Share Point



Goal 2: 60% of Students in K-5th Grade (up from 41.5% on Fall 21 to Fall 22) will meet their projected growth goal from BOY to EOY on the Math MAP assessment.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
All regular (Homeroom) teachers will conduct daily number talks	Neupert & Vickers, Bolden	monthly	<ul style="list-style-type: none"> - Lesson plans - Instructional Rounds 	MAP Growth	Google Classroom
Regular use of grade level appropriate story problems	Math teachers	weekly	<ul style="list-style-type: none"> - Lesson Plans 	MAP growth and weekly progress monitoring	Weekly Story Problems
Students in grades 1-5 will have access to Exact Path program that will work on deficit skills as identified on MAP tests. Students will work on these approximately 45 minutes per week.	Administration and teachers	weekly	<ul style="list-style-type: none"> - Upload of Data from MAP - Monthly Reports 	Growth on MAP Growth on Monthly Reading Fluency and comprehension check	Exact Path
Students in grades K-5 will actively participate in the problem solving tasks during the Numeracy Special (Mindset Mathematics text)	Lang	weekly	<ul style="list-style-type: none"> - Lesson Plans - Weekly charting - Individual Portfolios 	MAP Growth Portfolios	Exact Path Mindset Mathematics
All teachers will participate in professional learning on engaging teaching practices to implement in their classrooms.	teachers	monthly	<ul style="list-style-type: none"> - Sign in sheet - Peer reflection and feedback - Self-reflection journals 	Growth on MAP/GMAP	Lesson Plan Folder

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

- EIP teachers will pull specific students daily to work on intensive math needs.
- Each Grade level will have a math special focused on number sense and problem solving

Professional Capacity building to support the above goal and action steps

- Professional Learning on Number Talks with Tamara Bolden and Mr. Vickers
- All teachers will participate in professional learning on engaging teaching practices to implement in their classrooms on monthly basis
- a team of 9 members that will be trained by CLASE in instructional conversations led by Mark Vickers, Trey Neupert and the CLASE team from UGA
- Monthly meetings where grade levels will "model teach" a lesson to the other teachers that are in multi-grade level groups.
- Monthly opportunities for teachers to provide and receive constructive feedback to the model teachers.
- Instructional Conversation groups will also share ideas during these monthly meetings when it is their time to model teach.
- Monthly video recorded lessons where teachers observe and reflect with a partner focusing on engagement.
- 4 Book Readings and planning where teacher will use Georgia Book Award honor books to plan creative and engaging lessons in all subject areas
- 3 Sets of Instructional Rounds
- Creation of a lesson plan KES Dragons Sharepoint



Goal 3: 80 % of 3-5th gr students will indicate (always or often) they like school on the GaDOE student health survey

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Staff will participate in and facilitate Character Strong curriculum by leading a morning meeting with their class. They will also supervise the classroom community building each morning.	Butcher, Neupert, PBIS Committee Members	Daily 7:30-8:30, starting September	Informal walk through's by PBIS committee members	Monthly reflections	Character Strong site and resources from site
PBIS Committee Members will delegate the instructional topics and pace for classroom teachers.	PBIS committee members	Pre-planning and monthly meetings	Butcher and Neupert to attend meetings	Monthly reflections	Character Strong site
Teachers will fully incorporate the core values of PBIS into their classroom.	McClenny & PBIS committee	Teach and model expectations in August. Goal to fully implement by September.	Walkthroughs by PBIS committee and county coach	Annual implementation score	PBIS World, other PBIS websites and committee created lesson plans.
Actions to create a Supportive Learning Environment for accelerated or academically struggling students <ul style="list-style-type: none"> School will coordinate with the system Student Services Department to ensure uninsured students needing additional mental health counseling are provided services through Title IV, Part A grant funding 					
Professional Capacity building to support the above goal and action steps <ul style="list-style-type: none"> Teachers will have monthly meetings where incorporation of Character Strong elements are discussed 					

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
 - Date: During preplanning How to build "virtual classroom" to best communicate with parents (In person/record) Oct 17th @ 2:45 Basics of Family Engagement
 - Date: Update/Create what is expected of students and parents for the year slideshow/video (put on website) (in person/record) Add Character Strong lessons and parent modules each month to Google Classrooms and webpages. August 5th, 12th, 19th- by gradelevel Character Strong Parent resources /activities
 - Add Character Strong lessons and parent modules each month to Google Classrooms and webpages
 - Second semester
 - Add Character Strong lessons and parent modules each month to Google Classrooms and webpages





- 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: August 16th -virtual 8 am and 6pm
 - Building Parent Capacity 1st week of school and watch what is expected for the year video
 - Add Character Strong lessons and parent modules each month to Google Classrooms and webpages
 - Second semester
 - Spring planning meeting date: March 28th @2:45 in person and virtual option
 - Add Character Strong lessons and parent modules each month to Google Classrooms and webpages

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:



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.

- Consistent in depth training needs to be provided for all teachers on MAP
- Clear expectations set by administration on Reader's Workshop.
- Instructional coach providing TRC stem questions for teachers to place in the classrooms.
- Provide writing prompts and sample writing samples through announcements
- Clear expectations set by administration on use of CGI and constructed response questions

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.

Thorough Kindergarten registration day to evaluate student abilities as they enter Kindergarten. Head Start and Learn and Play Preschool facilities tour KES in Spring of each year. What your child needs to know before starting Kindergarten will be available to all parents. Fifth grade students visit cluster middle school to learn about middle school expectations and familiarize themselves with the layout of the school. Fifth grade students try out for band and can sign up for chorus. Middle school counselor brings peer leaders over to KES to meet with 5th graders to teach about daily routines (connections, content classes, etc.) Cluster middle school teachers met with families of rising 6th grade Accelerated Math students to discuss program expectations.

