



**SCHOOL IMPROVEMENT PLAN  
2022-2023**

**Goal 1: Seventy-five percent of students will show growth using the Measures of Academic Progress in math from fall to spring.**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<ul style="list-style-type: none"> <li>-Refine the Implementation of IXL to support differentiation and progress monitoring</li> <li>-Implement Disney Code Illusion for problem solving practice (4<sup>th</sup> &amp; 5<sup>th</sup> grades)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Team Leaders</li> <li>Admin</li> <li>IC</li> </ul>	August - May	Classroom Teachers	<ul style="list-style-type: none"> <li>-IXL Skill Plans</li> <li>-IXL Reports</li> <li>-Disney Code Illusion Reports</li> </ul>	<ul style="list-style-type: none"> <li>IXL</li> <li>Disney Code Illusion</li> </ul>
<ul style="list-style-type: none"> <li>- Continue implementation of Number Talks               <ul style="list-style-type: none"> <li>- Train K-5 Math teachers</li> <li>- Peer Coaching</li> <li>- Coaching Cycles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Team Leaders</li> <li>Admin</li> <li>IC</li> </ul>	August - May	<ul style="list-style-type: none"> <li>Seyoung Holte/Tamara Bolden</li> <li>Admin / IC</li> </ul>	<ul style="list-style-type: none"> <li>Peer Coaching Reflection Sheet</li> <li>Coaching Cycle Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Number Talks Hand to Mind kit</li> <li>-Sherry Parrish – <u>Number Talks</u></li> </ul>
<ul style="list-style-type: none"> <li>-Continue Problem Solving (CGI) Instruction in K-2               <ul style="list-style-type: none"> <li>-Training for New Classroom teachers</li> </ul> </li> <li>-Continue Math In Practice implementation with focus on differentiation (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Team Leaders</li> <li>Admin</li> <li>IC</li> </ul>	August - March	<ul style="list-style-type: none"> <li>Seyoung Holte/Tamara Bolden</li> <li>Admin / IC</li> </ul>	<ul style="list-style-type: none"> <li>Peer Coaching Reflection Sheet</li> <li>Coaching Cycle Reflection Sheet</li> </ul>	<ul style="list-style-type: none"> <li>-<u>Math in Practice</u></li> </ul>

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<p>-3-5 Framework Training/Instructional PL to focus on 4 units within the GA standards – numbers and operations/ operations and algebraic thinking / geometry</p> <p>-modeling and debriefing of lessons</p> <p>-K-2 Classrooms – Continue work on Frameworks lessons.</p> <p>--Define three lessons per unit to modify lessons according to students' needs</p> <p>--Make a bank of lessons to include in a Math manipulatives closet. These lessons will be differentiated extensions and interventions aligning to the Frameworks' lessons.</p>	<p>Admin  IC</p>	<p>August - March</p>	<p>Carole Tilley Admin/ IC</p>	<p>Modeling  Debriefing  Coaching Cycles (Mandatory K-2 teachers – 2 per year per teacher)</p>	<p>--Lesson Plans --Manipulatives -Frameworks unit activities/lesson plans</p> <p>-4 math units with each grade to differentiate lessons</p> <p>-Training from Carol Tilley, Consultant on Frameworks</p> <p>-Resource cabinet (3) and bins (K-2)</p>
<p>Vertically aligned pacing guides within and between the grade levels.</p> <p>--Investigation of new Math standards</p> <p>--Alignment of vocabulary</p>	<p>Math Host Team  Admin  IC</p>	<p>August - May</p>	<p>Tamara Bolden  Admin / IC</p>	<p>- Math host team vertically aligning vocabulary, pacing, and expectations throughout k-5 grade levels.</p> <p>- Grade levels need to identify pacing and time spent for CGI, Math talks, and new standards.</p>	<p>-Math Seeds  -math toolkits  --Timelines for unit pacing  --Daily schedules and Weekly schedules for expected Math</p>

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<p>--Extension and Intervention tasks</p> <p>--Unit pacing will be outlined</p> <p>--Time allotments for CGI, Number Talks, and workshop format will be outlined</p> <p>--Creation of a Math resource area to store manipulatives and Framework lesson plan extensions.</p> <p>--Book study with Principal, AP, and IC – <u>So Each May Soar</u> by Carol Ann Tomlinson to support differentiation professional learning</p>			<p>-Principal, AP, and IC monthly book study meetings to discuss professional learning actions for differentiation.</p>	<p>components (CGI, Workshop, Number talks)</p> <ul style="list-style-type: none"> <li>- grade level planning time</li> <li>- consumables</li> <li>- using appropriate manipulatives from math resource room</li> <li>- Bank of differentiated lessons</li> <li>- whiteboard for a list of items needed to be replenished in Math resource room</li> <li>-<u>So Each May Soar</u> by Carol Ann Tomlinson</li> <li>Brain Pop</li> </ul>
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**Actions to create a Supportive Learning Environment for accelerated or academically struggling students**

- **Continue implementation of Problem-Solving Instruction & Number Talks**
- Additional math manipulatives will be available in a math resource room for extension and remediation co-created lessons.
- 3<sup>rd</sup>-5<sup>th</sup> Grade Math Fact Fluency grade level competitions.
- Data Teams will focus this year on adding and reviewing a formative assessment to ensure all students will master the standard.

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

- Training New Teachers in Problem Solving Instruction & Number Talks



- Training Teachers for GA Numeracy Project (Teachers assigned with an EIP Innovative Model and new EIP teachers)
- Coaching Cycles
- Data Teams
- Advanced Content P.L. Sessions for Curriculum Development

**Goal 2: Sixty percent of students will show growth using the Measures of Academic Progress in reading from fall to spring.**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
-Phonics Instruction using Benchmark Phonics (K-2) +Train new hires and ongoing support for current teachers who previously taught the material	Classroom teacher  Curriculum Team Leader	August - May	-Documentation in Lesson Plans -DIBELS progress monitoring assessments	-DIBELS	-Benchmark Phonics Teacher Editions -Benchmark Phonics Workbooks -EIP book study, Next Step Forward in Word Study and Phonics by Jan Richardson -ESOL study, Special Education considerations: Delivering a Continuum of Services for ELLs by Else Hamayan
Increase utilization of anecdotal notes (K-5) to strengthen decoding and reading accuracy.	IC  Classroom teachers	September - May	--Professional Learning with IC to analyze anecdotal notes and determine next instructional steps --Align decoding strategies from Benchmark Phonics to notes (taken from student conferences) --Review of anecdotal note training for teachers (IC) -TRC assessments (4 <sup>th</sup> and 5 <sup>th</sup> -- Purchase seats from TRC) -Leveled Literacy Instruction Kit implementation	--Anecdotal notes (bring these anecdotal notes to mid and end of year conferences ).	--Benchmark Phonic materials --Student anecdotal notes -Purchase TRC seats for 4 <sup>th</sup> /5 <sup>th</sup> grades (seats for tier 3 students in 4 <sup>th</sup> and 5 <sup>th</sup> grades) -RAZ Kids (K-5) -Leveled Literacy Intervention Kits -The Reading Minilessons Book, Grade 1 by Fountas and Pinnell (7 copies)

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<p>-During ELT, supplement phonics curriculum to differentiate for various learners. (Kinesthetic, visual, and auditory)</p> <p>--Development of an alignment of sight words with the progression of phonics.</p> <p>-- Construction of sound walls in each classroom.</p>	<p>Classroom teachers</p> <p>Curriculum Team Leaders</p>	<p>August - May</p>	<p>-Documentation in Lesson Plans</p> <p>-DIBELS progress monitoring assessments</p> <p>-TRC assessments</p> <p>-K-2 phonics team- development of vertical pacing and research-based strategies to strengthen phonics in primary grades.</p> <p>-Data teaming process- monitor the mastery of phonics skills throughout the year.</p>	<p>-DIBELS</p> <p>-IDI</p> <p>-Data wall of all phonics skills maintained by each classroom teacher.</p>	<p>-Science of Reading Materials</p> <p>-IDI</p> <p>-Reading Eggs</p> <p>-Paper for additional copies</p> <p>-Snap cards</p> <p>-IMSE Reading Strategy Classroom Posters</p> <p>-IMSE Comprehensive Classroom Posters</p> <p>-Sound Walls</p> <p>-Reading Toolboxes</p>
<p>-Develop plans for implementing Units of Study:</p> <p>-- Units of Study Host team develop a pacing guide to include modeling and repeated practice of text evidence in UoS with at least 2 mini lessons.</p> <p>-- Development of learning progressions (3<sup>rd</sup>-5<sup>th</sup>) to include text evidence and making inferences (as a spiral review).</p> <p>-- Peer Observations to model teaching strategies regarding text evidence (2<sup>nd</sup> semester)</p>	<p>Classroom teacher</p> <p>Curriculum Team Leader</p>	<p>August- May</p>	<p>-Documentation in Lesson Plans</p> <p>-Running Records</p> <p>-Unit plans on Google Docs</p> <p>-Modeling</p>	<p>-Ongoing Reading Assessments (Formative &amp; Summative)</p> <p>-Data teams reading comprehension pre and posts tests</p>	<p>-Unit of Study resources and slides</p> <p>-Mentor Texts</p> <p>-Generation Genius</p> <p>-ReadWorks assessments</p>

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Program Training: -Foundations Training (AI, Sp ed, K teacher)  -Dyslexia Training (3 teachers)			- Skinner, Hood, Ganeus, Dockery, Jacobson – Foundations  - Wall, Adams, Parks		-Foundations kits  -Dyslexia Training
<b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b> <ul style="list-style-type: none"> <li>Supplement reading instruction using Science Studies Weekly</li> <li>Supplement science instruction with Generation Genius</li> <li>During ELT and Guided Reading groups teachers will facilitate either DRI Box or Foundations and Science of Reading materials.</li> <li>Instructional Interventionist will work with 2nd grade during ELT to implement interventions with Phonics.</li> </ul>					
<b><u>Professional Capacity building to support the above goal and action steps</u></b> <ul style="list-style-type: none"> <li>PL time set aside</li> </ul>					

**Goal 3:**

**A. Sixty-five percent of Kindergarten through second grade students will score a three or four on the Barrow County School System writing rubric for narrative writing.**

**B. Fifty-three percent of third through fifth grade students will score a 3 or 4 on the Kevin Raczynski spring assessment.**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
- Writing Host team make vertical scaffolding plan for grammar and mechanics	Writing Host Team	August -May	-Writing Host meetings to create a vertical progression of grammar skills. -Writing Host meetings to create a vertical progression of vocabulary.	-Writing Instructional Rounds	-Grade Level Writing Units

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-Use iXL for students to practice skills in isolation and apply these skills to interdisciplinary writing experiences	Writing Host Team	August -May	-Writing Host team meetings to finalize new rainbow and choose exemplars	-Writing Instructional Rounds	-Grade Level Rainbow checklist and exemplars
K-2 collaboration with Kevin Raczynski to develop and support beginning writing skills.	Writing Host Team  Classroom Teachers	August - May	-Coteaching and debriefing professional learning experiences.  -Modeling of lessons from Kevin Raczynski  Facilitation of PL with narrative writing and reading skills  Refining the writing rainbow within all genres		
-Continue Collaboration to promote and refine vertical alignment with all writing genres in grades 3-5.	Writing Host team  Classroom Teachers	August -May	-Writing formatives will be developed to progress monitor students -Data teams reading comprehension pre and posts tests with the inclusion of an extended response item or constructed response item.	-Monitoring of writing Formative Assessment data -PL from Kevin Raczynski	Rubrics Checklist  -Milestones narrative rubric/checklist  Writing Resource folders
<p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></p> <ul style="list-style-type: none"> <li>• Continue to implement student-led writing conferences</li> <li>• Implement writing small groups as needed to address writing skills</li> </ul>					



- Model and teach students how to use the exemplars and checklists to improve their writing. These must be visibly posted in the classroom.
- Use Dr. Kevin Raczynski and Associates Assessment for writing assessment scoring

Professional Capacity building to support the above goal and action steps

- PL sessions for text-based narrative response
- PL time set aside to finalize writing units, rainbow, and checklists
- PL with Kevin Raczynski

**Goal 4: Yargo will work to decrease the total number of discipline referrals by 10% or greater.**

Strategies or Initiatives	Timeline	Resources	Monitoring
<p>-3-5: Students and staff will commit themselves to the core competencies of social-emotional wellness, the empowering beliefs and skills that help children to succeed in school and in life.</p> <p>-Students and staff will learn skills and values to be successful in the classroom and beyond.</p> <ul style="list-style-type: none"> <li>a. Skills: self-control, respect, empathy, problem-solving</li> <li>b. Values: ownership, positive attitude, responsibility, belonging &amp; contributing to the community</li> </ul> <p>-Students and staff will implement these skills and values to focus on solutions to create win-win situations.</p>	<p>July - Counselors and PBIS Team will meet in July for planning.</p> <p>August - May</p>	<p>Zones Books</p> <p>Zones Posters</p> <p>Advertising / Incentive supplies</p> <p>Class Meeting Agenda</p> <p>Wheel of Choice</p>	<p>-Counselor will present the data to the faculty/staff</p> <p>-PBIS committee / Counselors will facilitate the structure of the learning and timeline to faculty</p> <p>-Little Spot of Emotions (literature and teaching materials)</p>



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<p>-K-2: Our students will be empowered using class meetings and the Zones of Regulation to positively impact the classroom, school, and community environments.</p> <p>-Purposeful People:</p> <p>-Each homeroom will implement a thirty-minute weekly lesson to focus on the character trait of the week. Mentor text will be used as needed.</p> <p>Counselors will work with</p> <p>Admin and instructional coach to develop a pacing guide to support programming to aid with the SEL student supports and components</p> <p>Counselors will attend Georgia School Counselor Conference to assist with development and support of student positive behavior.</p>		Mentor Text	SAEBRS
<p>Character Strong Program:</p> <p>Support Staff with Social and Emotional Needs</p>	August - May	<p>Character Strong</p> <p>Staff Resources</p>	<p>Susan Smith</p> <p>Sandy Bradshaw</p>



### **Family and Community Engagement**

- Build the staff and family 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.
  - ☞ Staff and Family Newsletters
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement (CPTM).
  - ☞ First semester
    - Annual Meeting Date: August 30, 2022, at 5:45 p.m.
    - Building Parent Capacity Date and Activity: CPTM-September 8 & 13, 2022 (2-3 activities)
    - Building Parent Capacity for Parent Engagement: Report card comment refresher and grade level meetings to prepare for CPTM.
  - ☞ Second semester
    - Individual Parent Conferences (January - February)
    - Optional Parent Conferences (November – December and March-April)
    - Spring planning meeting date: March 30, 2023 at 5:45 p.m.
    - Building Parent Capacity Date and Activity: Communication to parents that the final data is coming home. Parent letter, PowerPoint, or video may be disseminated to families. Parent conferences may be scheduled as needed.
    - Building Capacity for Parent Engagement: International Festival and CPTM prep meeting (grade level).

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: -

Parents are given the opportunity to assist with providing feedback to aid in the planning for the school year through the Yargo annual “end of year title meeting.”

Parents are also able to assist with planning for the school year through the summer leadership retreat. Data is analyzed from the Parent Title One Survey and the Staff Title One Survey to align student needs with professional learning initiatives.





**Effective Leadership:** Describe the school plan for:

- € Yargo will participate in “Character Strong” professional learning sessions to teach SEL through Purposeful People.
- € Teacher leaders will also lead “Host Teams” to aid in the PL learning and success of our student group. We have “Host Teams” for SEL, Writing, Math, Units of Study, and PBIS.
- € To aid in managing school resources, Yargo will continue with the following committees: PBIS, Building and Grounds, Curriculum Leadership, Positive Discipline, RTI Committee, Cultural Committee and Logistical Leadership.
- € Yargo teachers will continue to support students through after school clubs: Student Leadership, BETA, Art Club, Chorus Club, Drama Club, 4H, Farmer and Ag Club.
- € Counselors will work with a Student Host Team in third grade to support conflict resolution and strategies with their classes.
- € Counselors will host a committee to plan and guide the school through Black History Month, Asian History Month, and an International Festival Night.
- € Counselors will attend state conference to continue to learn of SEL methods in which to support students and staff.
- € The Chorus Teacher will engage with a committee to plan our Veteran’s Day Program.
- € Yargo has a strong School Governance Team.

**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” night for Parents of upcoming Pre-K and Kindergarten students.
- € 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.
  - When screeners are administered to registering students, parents receive a “baggie” of academic resources where they can support their child at home and practice basic skills over the summer. The resources provided is based on weak areas identified in their child’s screener.
- € IEP Transition Meetings from Preschool-Elementary, with a YES Sped Teacher in attendance.
- € During the Summer of 2023, we plan to implement a 4-day, 3 hours per day Camp, which is tutoring for those students in grades K-2 identified as students on tier 3 or possible retention.

Elementary-Middle:

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- 5th Grade “Field Trip” to Middle School to allow students an orientation to their new school. (if allowed since Covid could still be a concern). Students go in small groups, tour, ask questions, and spend time in a classroom.
- YES, Counselor and AP meet with HMMS Counselor at the end of the school year to review 504 Plans and discuss the individual needs of those students.
- 5th Grade Teachers reviewed the Math Placement recommendation spreadsheet, and adjusted, as appropriate.
- 5th Grade Teachers completed a Student Information form on each student, which included achievement information and other pertinent information.
- IEP Transition Meetings held during the last weeks of school, which included a Middle School Teacher.
- HMMS Counselor visits each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year. (or provide a virtual TEAMS session for students)
- 5th Grade Teachers met with HMMS 6th grade teachers to discuss vertical information, student needs, and transition expectations.