



# School Improvement Plan 2023 - 2024



## Barrow County County Line Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	County Line Elementary School
Team Lead	Diane Bresson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy
Root Cause # 1	Students need additional support and instruction in basic literacy skills including phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension.
Goal	Growth - We will increase student proficiency in reading as measured by the percentage of students meeting their projected growth target on MAP (Fall to Spring). Our overall goal for grades K-5 is 75%. Achievement - We will lower the number of students who perform in Levels 1 and 2 on GMAS Reading by 20%. In 2023, we had 180 (of 303) students score in levels 1 and 2.

Action Step # 1

Action Step	Teacher will utilize best practices in teaching phonics/word study by attending PL sessions, performing data analysis, and planning for skills-based reading groups.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation	Lesson plans, informal and formal walk-throughs
Method for Monitoring Effectiveness	Analysis of reading data (DIBELS and MAP)
Position/Role Responsible	Principal, AP, IC, District Literacy Specialist
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	K-5 teachers will implement direct handwriting instruction using Wilson handwriting resources.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 2

Subgroups	Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, informal and formal walk-throughs, student work samples
Method for Monitoring Effectiveness	Analysis of student samples
Position/Role Responsible	Principal, AP, IC, District Literacy Specialist
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Numeracy
Root Cause # 1	Number sequence and order, place value, basic facts, and fractions (based on historical data from IKAN assessments).
Goal	Growth - We will increase student proficiency in math as measured by the percentage of students meeting their projected growth target on the MAP assessment (Fall to Spring). Our overall goal for grades K-5 will be 75%. Achievement - We will lower the number of students who perform in Levels 1 and 2 on GMAS Math by 20%. In 2023, 148 (of 303) students scored in Levels 1 and 2.

Action Step # 1

Action Step	K-5 teachers will implement new math standards and HMH Into Math curriculum with fidelity. Professional Learning will vary by grade level but may include: <ul style="list-style-type: none"> <li>- GA Numeracy (number sequence and counting, place value, basic facts, and fractions)</li> <li>- Fluency: Number Talks/Number Strings, counting Collections/Jars</li> <li>- Problem Solving: CGI, 3 Act Tasks, Splat</li> <li>- Review: Daily calendar &amp; related activities</li> </ul> K-5 teachers will complete ongoing data analysis using MAP, GA Numeracy Data, and Formative and Summative assessments using HMH Into Math.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 1

Subgroups	N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, formal and informal observations
Method for Monitoring Effectiveness	Analysis of classroom assessments, MAP data, GA Numeracy
Position/Role Responsible	Principal, AP, IC, District Math Specialist
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social Emotional Well-being of Students and Staff
Root Cause # 1	Staff and student performance correlates to mental wellness.
Goal	Students and staff will increase positive responses on perception surveys administered at the beginning and end of the school year. Baseline data will be collected in Fall 2023.

Action Step # 1

Action Step	PBIS House System - students and staff will participate in monthly house meetings which focus on nine character traits outlined in our SEL program, Character Strong.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Plans for house meetings, newsletters, PBIS team meeting minutes/agendas



Action Step # 1

Method for Monitoring Effectiveness	Analysis of behavior data, house points
Position/Role Responsible	PBIS Team (one teacher per grade level and area)
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	Staff will participate in monthly activities and/or meetings which will focus on self-care. Staff will choose from activities such as: walking, jogging, gardening, yoga, games, coloring, and crafts. Part of the purpose of these activities is to have staff meet other staff and make connections and care for each other.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Calendar of meetings
Method for Monitoring Effectiveness	Analysis of pre/post survey responses, staff attendance

Action Step # 2

Position/Role Responsible	Principal, AP, IC, Onward team leaders
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Advice regarding our school improvement plan was collected through a variety of surveys including the Comprehensive Needs Assessment (certified and classified staff), student health surveys, and parent surveys. Information was gathered throughout the previous school year as goals and progress were reviewed during faculty meetings and grade level professional learning sessions. Lastly, the administrative team participated in a review of progress hosted by district level support personnel to review the results of the 2022-2023 SIP. Feedback from this progress check was used to inform the creation of goals for the 2023-2024 school year.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Students are served in clusters based on need and then served by staff members who are best qualified to serve them. For example, each grade level has at least one teacher certified to teach gifted students. Those students identified as gifted and high achieving are placed in those teachers' rooms. Our EIP and ESOL team is staffed with high-performing, experienced teachers who push-in to classes where those students are clustered. We typically place support teachers into the rooms of our new staff members to ensure students are served adequately. We do not currently employ any out-of-field teachers.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Our Title I instructional program includes a focus on math and reading. We are working to fully implement the newest Georgia math standards along with a newly purchased math curriculum. In reading, we have implemented a districtwide tier 1 phonics program in grades K-5. In addition to the tier 1 curricula, we have a team of EIP teachers who implement a variety of intervention programs including Foundations, Wilson Reading, Guided Reading Plus, UFLI, and SRA. Students are assigned to groups and programs based on their individual and specific needs. Students who are identified as needing more intensive support are assigned to our Academic Interventionist. She works with small groups of students using different programs and resources such as SIPPS, UFLI (University of Florida Literacy Institute), Rime Magic, and Heggerty Phonics. We review progress monitoring data for our intervention students monthly and make adjustments to their intervention plans as needed. Students who enroll in CLES from Peace Place (local women's shelter) or are identified as MVP (homeless) are served using the same personnel and programs as our regularly enrolled students. We assess all new students regardless of origin and then proceed accordingly to ensure their needs are met.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Students are identified for targeted support through several key assessments. Overall performance in math and reading is assessed through MAP testing which is held three times per year. Additional information on math performance is collected through the use of GLOSS and IKAN assessments from the GaDOE. We also test all students on their reading proficiency in K-3 using DIBELS and TRC. Data from all of these sources is used to identify students' needs and then prioritize services.</p>
---	---

### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>In late spring each year, our upcoming kindergarten families are invited to a special information night where they are introduced to our kindergarten team and given information on how to make sure their children are prepared for the upcoming school year. We have two PreK classes in house and those students are integrated into our regular school operations as feasible. They participate in transportation, lunch, and recess just as our K-5 students. Our PreK families are invited to special open house meetings at the beginning of the school year to introduce them to their teachers. The PreK teachers share expectations for the upcoming school year with families at this open house.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>It is our goal to create learning environments that are welcoming and supportive to all students. We are a PBIS school, and we have implemented a house system to build community among diverse groups of students. Each K-5 student is assigned to one of eight houses that meet each month to discuss the character education focus word. These meetings provide teachers and students the chance to build connections between grade levels and areas. This ensures that every student is connected to multiple adults within our building. Our PBIS team reviews discipline data at each monthly meeting. Our discipline data is readily available through our Infinite Campus platform and it allows us to look for trends and patterns among students who have been referred to the office. Teachers are expected to follow our discipline flow chart to provide fair and consistent consequences that provide opportunities for students to learn and improve. There are multiple steps to follow before a student is removed from class as long as their behavior does not prevent their classmates from learning.</p>

## ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	NA
---	----