



Barrow County School System

Boldly Committed to Student Success

# County Line Elementary School

## SCHOOL IMPROVEMENT PLAN 2018-2019

NAME OF SCHOOL PRINCIPAL: Diane Bresson

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

*Schoolwide Title 1 School*     *Targeted Assistance Title 1 School*     *Non-Title 1 School*  
 *Comprehensive Support School*     *Targeted Support School*

	Type name below for plan approval	Approval Date
Principal	Diane Bresson	8/7/2018
School Governance Team Chairperson	Jen Williams	
System Professional Learning Coordinator	Ginger Crosswhite	8/7/2018
Title I Director	Dr. David Beeland, Jr.	8/2/2018
Superintendent	Dr. Chris McMichael	8/16/2018



**Goal 1: We will increase student proficiency in reading as measured by DIBELS (grades K-1) and MAP (grades 2-5).**

- Kindergarten DIBELS 2017-2018 = 76%, Kindergarten goal = 85%
- 1st grade DIBELS 2017-2018 = 68%, 1st grade goal 75%

**In grades 2-5, our goal is for 63% of students to meet their projected growth target on the MAP assessment in reading (from Fall to Spring).**

- 3rd grade (2017-2018) = 62%, 3rd grade goal = 62%
- 4th grade (2017-2018) = 59%, 4th grade goal = 65%
- 5th grade (2017-2018) = 71%, 5th grade goal = 65%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement the essential components of reading workshop (mini-lesson, work session, closing). <ul style="list-style-type: none"> <li>❑ Include authentic texts</li> <li>❑ Monitor independent reading</li> <li>❑ Minimize time spent in whole group lessons (aim for 5-15 minutes)</li> <li>❑ Consistent, daily implementation of the workshop model</li> </ul>	<ul style="list-style-type: none"> <li>❑ Strong</li> <li>❑ Moderate</li> <li>❑ Promising</li> <li>❑ Rationale</li> </ul>	Diane Bresson, Jennifer Squires, Jennifer Ezell	Summer - optional professional reading re: reading workshop model Preplanning - review reading workshop components & expectations of implementation Sept./Jan./April - data meetings Fall/Winter - instructional rounds January - 2nd, 3rd grade teachers record one guided reading lesson using the SWIVL cameras February/March - K, 1st, 4th, 5th grade teachers - record on guided reading lesson using the SWIVL cameras March/April - Admin and IC review and write feedback on lesson recorded May - ½ day PL to discuss feedback and next steps for guided reading	Admin. & IC Instructional Rounds, Peer Observations, formal TKES observations, informal observations by IC, lesson plans, coaching observation cycles by IC as needed	Instructional rounds, lesson plans, and teacher reflection on recording	Leveled readers Instructional supplies Chromebook/laptop computers iPads MyOn SWIVL cameras (use Title 1 money to purchase additional sets)
Teachers will enhance the quality of small group guided reading lessons by: <ul style="list-style-type: none"> <li>❑ Strategically grouping students by reading level and reading behaviors</li> <li>❑ Coaching individual readers during the lesson</li> <li>❑ Providing responsive instruction</li> <li>❑ Progress monitoring periodically with TRC or running records and regrouping students as indicated by the data</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strong</li> <li>❑ Moderate</li> <li>❑ Promising</li> <li>❑ Rationale</li> </ul>	Instructional Coach	September- Analyze data and form groups September-Guided reading strategies training with Peggy Terrell (2nd-5th) November-Coaching cycles Winter-Instructional Rounds January-Analyze TRC data February - Guided reading strategies training with Peggy Terrell (2-5)	Coaching cycles with IC and district literacy specialist  Lesson Plans	Instructional Rounds  Individual student growth on the TRC assessment	Leveled readers Bags for leveled readers to be sent home (will use principal's fund for this) Consultant-Peggy Terrell (2-3 days) & subs for teachers for sessions (2nd-5th grade) SRA workbooks for SWDs
Teachers will collaborate with the media specialist to plan lessons that support students in developing	<ul style="list-style-type: none"> <li>❑ Strong</li> <li>❑ Moderate</li> <li>❑ Promising</li> <li>✓ Rationale</li> </ul>	Dina Padgett	Preplanning - introduce media calendar/scheduling August - have every class visit for initial library lesson/tour	Circulation reports from Destiny	Formal/informal observations, instructional rounds,	Media Specialist Media Clerk



independent literacy skills with a specific focus on: <input type="checkbox"/> Explicit instruction on selecting “good fit” books <input type="checkbox"/> Small group rotations			September - choosing books October - introduction to small groups in the library/additional book selection lessons November - begin small group rotations through media center.		conversations with students	
K-2 teachers will increase their effectiveness in the teaching of phonics by: <input type="checkbox"/> Engaging in a year-long study of research based phonological awareness, phonics, and high-frequency word recognition strategies <input type="checkbox"/> Creating shared resources and lesson plans	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	August-May- Monthly book study of <i>A Fresh Look</i> August-May- Coaching cycles that include modeling and/or observation September/January/April- Data analysis	Creation of resources  Lesson plans  Observations  Coaching cycles	Observations	A Fresh Look at Phonics by Wiley Blevins (copies for each teacher) Instructional materials provided by the district literacy specialist Materials for the creation of resources
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b> <ul style="list-style-type: none"> <li>• SPED &amp; support personnel will attend weekly PL meetings during grade level planning times</li> <li>• Title I Paraprofessional will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans</li> <li>• Schedule EIP/ESOL support services to coincide with literacy instruction blocks.</li> <li>• Maximize opportunities to utilize co-teaching in SPED and ESOL.</li> <li>• Utilize SRA reading program/Wilson phonics program with SWDs (Resource students will receive 45 minutes per day 3 days per week.)</li> <li>• Provide specific interventions for at-risk readers (i.e. additional small group session w/ support personnel, research-based intervention from the repository, MAP Skills)</li> <li>• SPED/EIP/ESOL teachers will attend PLC &amp; Data Team meetings with regular ed teachers.</li> <li>• MAP Skills</li> </ul>						
<b>Professional Capacity building to support the above goal and action steps</b> <ul style="list-style-type: none"> <li>• Phonics book study, <i>A Fresh Look at Phonics</i>, by Blevins. Coaches to receive train-the-trainer model and will redeliver PL based on school needs.</li> <li>• Utilize SWIVL to record and reflect upon literacy instruction</li> <li>• Arrange for SPED teachers to observe regular classroom teachers implementing small group guided reading lesson. This could be facilitated through the use of SWIVL if scheduling in-person visits become difficult. Coaching cycles will be completed on SPED teachers by the IC.</li> <li>• Peggy Terrell - guided reading PL</li> <li>• District literacy specialist and school instructional coach will provide ongoing PL and classroom support on effective implementation of Reader Workshop components.</li> <li>• Provide PL to support co-teaching teams; develop norms for co-teaching building-wide</li> <li>• Monthly meetings with the 6 gifted teachers to collaborate on enrichment and data for gifted students.</li> <li>• Teacher-led training on MobyMax to determine how it can be utilized to support students in areas of need.</li> <li>• Provide suggested topics for weekly PLCs provided by admin team and IC</li> <li>• Maintain current list of students performing in the bottom 25% of their grade level and consistently provide research-based interventions.</li> <li>• Increase the number of teachers who earn Reading, Gifted and ESOL endorsements to meet the unique learning needs of our student population.</li> </ul>						
<b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>• In grades K-3, teachers will send home a bag of books with students to be read at home daily.</li> <li>• Host Family Literacy Day in the fall with support from the Winder Public Library. Invite families to attend and sign up for library cards.</li> <li>• Develop a “Culture of Literacy” through the use of #CLEsreads social media posts that include pictures of staff and students reading throughout the school year and summer.</li> <li>• Focus on literacy through APTT take-home activities</li> </ul>						
<b>Leadership Capacity</b> <ul style="list-style-type: none"> <li>• Participate in phonics PL at school and district level (possible agenda topic for AP/Principal meetings)</li> </ul>						



**Goal 2: We will increase student proficiency in writing as measured by schoolwide writing assessments. Students in grades K-2 will demonstrate growth of at least one level on the BCSS narrative rubric.**

- Kindergarten (2017-2018) = 88%, Kindergarten goal = 90%
- 1st grade (2017-2018) = 72%, 1st grade goal = 75%
- 2nd grade (2017-2018) = 78%, 2nd grade goal = 82%

In grades 3-5, 49% of students will achieve level 3 or 4 on the Georgia Milestones ELA assessment (2017-18 baseline was 47%).

- 3rd grade (2017-18 cohort) = 48%, 3rd goal = 50%
- 4th grade (2017-2018) = 46%, 4th goal = 50%
- 5th grade (2017-2018) = 44%, 5th goal = 48%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement the essential components of writing workshop (mini-lesson, work session, closing). <ul style="list-style-type: none"> <li><input type="checkbox"/> Include mentor texts</li> <li><input type="checkbox"/> Provide time for independent writing</li> <li><input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes)</li> <li><input type="checkbox"/> Consistent, daily implementation of the workshop model</li> </ul>	<input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Diane Bresson, Jennifer Squires, Jennifer Ezell	Summer - optional professional reading re: writing workshop model Preplanning - review writing workshop components & expectations of implementation September-Writing Workshop strategies training with Peggy Terrell (K-1) Sept./Jan./April - data meetings Fall/Winter - instructional rounds	Formal TKES observations Informal observations by IC *Lesson plans Coaching observation cycles by IC as needed Student portfolios	% of classroom successfully implementing writers workshop based on formal and informal observations	Beth McMichael - ongoing PL & data support Instructional Coach - ongoing PL & data support  Kelly Services sub for teachers to work with consultant (3x at 1/3 days each)  Consultant-Peggy Terrell (2-3 days) & subs for teachers for sessions (K-1)
Teachers will maintain and utilize student writing portfolios to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure student progress over time</li> <li><input type="checkbox"/> Facilitate student writing conferences</li> <li><input type="checkbox"/> Assist students with goal setting</li> </ul>	<input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	September/November- Collect informational writing work samples September - Launch #CLESwrites campaign Oct./March/April - review work samples at PL meetings	Student portfolios #CLESwrites examples	% of classrooms successfully maintaining student portfolios	1 inch binder or file system for each student K - writing journals/notebooks Electronic portfolio in some grades, esp. upper grades
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b> <ul style="list-style-type: none"> <li>• Specialized writing instruction (Reasoning &amp; Writing) program for SWDs</li> <li>• Utilize Wilson phonics program with SWDs</li> <li>• Schedule ESOL/EIP support teachers to serve during literacy blocks</li> </ul>						
<b>Professional Capacity building to support the above goal and action steps</b> <ul style="list-style-type: none"> <li>• PL for SPED teachers on specialized writing program</li> <li>• PL session on implementing portfolios (conference sheet, tabbed sections, etc.)</li> <li>• Teachers will maintain a reflective journal of their teaching experiences during the school year.</li> <li>• Teachers and instructional coach will review the writing prompts &amp; rubrics and work to create a list of look-fors. Teachers will review the rubric with students prior to administering the writing assessments. In order to help with inter-rater reliability the IC and teachers will run through some scenarios and rate them using the rubrics.</li> </ul>						



- Monthly meetings with the 6 gifted teachers to collaborate on enrichment and data for gifted students.
- Teacher-led training on MobyMax to determine how it can be utilized to support students in areas of need.
- SPED/EIP/ESOL teachers will attend PLC & Data Team meetings with regular ed teachers.
- Provide suggested topics for weekly PLCs provided by admin team and IC
- Increase the number of teachers who earn Gifted and ESOL endorsements to meet the unique learning needs of our student population.

**Family and Community Engagement**

- Create take-home classroom journals that can be sent home for families to write in and return to school. This could accompany a class “pet” (stuffed animal).
- Implement #CLESwrites hashtag on social media and post pictures of students engaged in writing as well as student samples.

**Goal 3: We will increase student proficiency in Math as measured by:**

- In Kindergarten, 85% of students will master 80% or more of the math skills/elements on GKIDS.
- In 1st grade, 65% of students will demonstrate growth of at least one level on the CGI 1st grade rubric. This year will serve as a baseline for upcoming years.
- In grades 2-5, our goal is for 62% of students to meet their projected growth target in mathematics on the MAP assessment (Fall to Spring).
  - 2nd grade (2017-2018) = 61%, goal = 64%
  - 3rd grade (2017-2018) = 60%, goal = 65%
  - 4th grade (2017-2018) = 49%, goal = 60%
  - 5th grade (2017-2018) = 55%, goal = 57%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
K-3 teachers will increase their effectiveness in the teaching of CGI by: <ul style="list-style-type: none"> <li>❑ Implementing CGI a minimum of 3 times per week.</li> <li>❑ Consistent implementation of all of the components of CGI (review of the problem, use of manipulatives, completion and posting of discourse charts, etc.)</li> <li>❑ Post at least one new discourse chart per week</li> </ul>	✓ Strong ❑ Moderate ❑ Promising ❑ Rationale	Instructional Coach	Aug. - revisit the required components of CGI & review teacher rubric September - 2nd, 3rd grade teachers record one CGI lesson using the SWIVL cameras October/November - K, 1st, 4th, 5th grade teachers - record on CGI (or Math Constructed Response) lesson using the SWIVL cameras November/December- Admin and IC review and write feedback on lesson recorded December - ½ day PL to discuss feedback and next steps for CGI and Constructed Response	Formal & informal observations, lesson plans, posted discourse charts, SWIVL videos	Teacher feedback/rubrics, admin feedback to teachers	SWIVL cam (order 2 sets using Title 1 funds)
Teachers in 4th and 5th grade will administer a weekly constructed response problem. <ul style="list-style-type: none"> <li>❑ Record one small group lesson based on student need using SWIVL &amp; complete reflection</li> </ul>	✓ Strong ❑ Moderate ❑ Promising ❑ Rationale	Amanda Wilson, Morgan Archer, Jennifer Snipes, Lisa Mattison, Jennifer Ezell	Preplanning - compile resources (GoFar/Coach books) Oct/NOvember. - 4th and 5th grade teachers record one constructed response lesson & complete reflections using the SWIVL camera.. (see timeline above) Oct./Feb./April - progress check w/ math team	Lesson plans, student work samples collected three times per year, SWIVL recording of small group lesson based on student need	Teacher feedback	SWIVL cam (Title 1 funds)



<p>Teachers will implement the essential components of math' workshop (mini-lesson, work session, closing).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide time for independent math work</li> <li><input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes)</li> <li><input type="checkbox"/> Consistent, daily implementation of the workshop model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<p>Diane Bresson, Jennifer Squires, Jennifer Ezell</p>	<p>Summer - optional professional reading re: math workshop model</p> <p>Preplanning - review math workshop components &amp; expectations of implementation</p>	<p>Admin and IC Instructional Rounds, Peer Observations, Formal TKES observations Informal observations by IC Lesson plans Coaching observation cycles by IC as needed</p>		<p>Instructional Coach - ongoing PL &amp; data support</p>
<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b></p> <ul style="list-style-type: none"> <li>● Incorporate additional math work into SCOPE time (see MAP curriculum continuum report for suggested content).</li> <li>● Utilize MAP curriculum continuum report to support SWDs in areas of need</li> <li>● Provide specific interventions for at-risk students (i.e. additional small group session w/ support personnel, research-based intervention from the repository)</li> </ul>						
<p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li>● Use SWIVL cam to record CGI lessons and constructed response lesson and have teachers complete Google Form for reflection.</li> <li>● Monthly meetings with the 6 gifted teachers to collaborate on enrichment and data for gifted students.</li> <li>● Teacher-led training on MobyMax to determine how it can be utilized to support students in areas of need.</li> <li>● SPED/EIP/ESOL teachers will attend PLC &amp; Data Team meetings with regular ed teachers.</li> <li>● Provide suggested topics for weekly PLCs provided by admin team and IC (include CGI problem/constructed response for the upcoming week)</li> <li>● Increase the number of teachers who earn Gifted and ESOL endorsements to meet the unique learning needs of our student population.</li> </ul>						
<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Include math activities in APTT.</li> </ul>						

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
- \*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.

