

Toccoa Elementary

SCHOOL IMPROVEMENT PLAN 2022-2023

School Principal: Sheila Pressley
System Superintendent: Dr. Connie Franklin

	Signature	Approval Date
Principal		
School Governance Chairperson		
Federal Programs Coordinator		
Director of Curriculum		
Superintendent		



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Goal 1: Literacy

Toccoa Elementary will increase the percentage of students in third and fourth grades scoring proficient and above on the ELA portion of the Georgia Milestones Assessment by 3%.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Implement reading screeners to properly target instruction for students needing intervention.	Whitfield	August-May	Data collection from reading screeners beginning, mid-year, and end of year	Increased scores on the reading screeners indicating an increase in students mastering core phonics skills for the grade levels.	Reading screener assessments, intervention lessons
Targeted instruction through the Reading Plus and Sound Reading programs.	Whitfield	August-March	Data review and from program and data collection from benchmark assessments.	Increased scores on Reading Plus Benchmark assessments as well as Star Reading Benchmark assessments.	Reading Plus and Sound Reading licenses for every student
Provide staff development in Writing and Language Arts to our Language Arts teachers.	Pressley & Whitfield	August-March	Classroom observations, classroom modeling and coaching provided by consultant	Writing assessments, writer's notebooks, GMAS scores	Patterns of Power book, staff development provided by outside consultant
Implementation of Successmaker Reading	Whitfield	August-May	Data review	Growth reports from program as well as Star growth reports	School site license
<u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u> <ul style="list-style-type: none"> • Response to intervention plans • Custom courses • Data review • Lesson planning • Primetime intervention and acceleration time school-wide 					
<u>Professional Capacity building to support the above goal and action steps</u> <ul style="list-style-type: none"> • Professional development in writing from a writing consultant • Training in how to implement reading screeners appropriately and develop action plan • Provide additional intervention based on student needs and screening results as well as training on those Intervention strategies • Training for the Sound Reading and Reading Plus programs 					



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Goal 2: Math

Toccoa Elementary will increase the percentage of students in third and fourth grades scoring proficient and above on the Math portion of the Georgia Milestones Assessment by 3%.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Reflex and FRAX programs to help with fact fluency	Whitfield	August-May	Data review	Increased scores on STAR and GMAS	Site license
IXL custom skills plans	Whitfield	August-May	Data review	Increased scores on STAR and GMAS	Site license
FRAX program to increase understanding of fractions	Whitfield	August-May	Data review	Increased scores on STAR and GMAS	Site license
Implementation of Successmaker Math	Whitfield	August-May	Data review	Increased scores on STAR and GMAS, growth reports	Site license
<u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u> <ul style="list-style-type: none"> • Response to intervention plans • Custom courses • Data review • Custom courses • Primetime intervention and acceleration time school-wide 					
<u>Professional Capacity building to support the above goal and action steps</u> <ul style="list-style-type: none"> • Data review and goal setting using STAR universal screener data • Webinar to support implementation of Frax and Reflex programs • Departmental planning 					



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Goal 3: Positive Learning Environment (School Safety, Mental Health Awareness, Student Behavioral Needs)

Toccoa Elementary will increase the percentage of students who respond to liking school with “often” and “always” on the Georgia Student Health Survey by 3%.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Implement the Energy Bus for Kids by Jon Gordon lessons.	Pressley	August-May	Lesson plans, surveys, student work samples	Responses from GA Student Health Survey	Energy Bus for Kids by Jon Gordon, Google classroom links to lessons developed by teachers
Provide unique learning opportunities as in field trips, guest speakers, etc.	Pressley	August-May	Lesson plans, Family Nights, field trip plans	Responses from GA Student Health Survey	Budgeting money for each team to support these activities, community resources-ag in the classroom partnership
Increase incentive opportunities for positive behavior.	Pressley & Sprowls	August-May	Data collection from number of students qualifying for incentives, Class Dojo reports, Team meeting minutes	Responses from GA Student Health Survey	Budget funds for incentive opportunities, incentive plan
<u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u> <ul style="list-style-type: none"> • Response to intervention plans • Primetime intervention classes • Counselor-group meetings, peer mediation, and minute meetings • 					
<u>Professional Capacity building to support the above goal and action steps</u> <ul style="list-style-type: none"> • Leadership Team facilitates planning and implementation • Team PCL planning and implementation • Counselor coaching of teachers at faculty meetings 					



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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.

- We cultivate shared leadership through our School Governance Team and committees in which teachers participate.
- Teachers serve on the Boost team (school climate), leadership/school improvement team, or RTI team. We also utilize grade level teams, department teams, school safety, data and vertical alignment teams.
- For the last year, our school faculty and staff PLC team participated in a book study of the Energy Bus by John Gordon. This year, we are continuing our work using the student version of the Energy Bus to help promote a positive climate and culture.
- School-wide schedule structured to ensure the use of all support personnel to allow for more targeted, individualized instruction
- All SPED support will be assigned to grade levels for an adequate amount of time to allow for small group instruction with a focus on individualized learning.
- Providing common intervention time, Primetime, that will be embedded into the instructional day. Targeted instructional time provides students extra support in their identified academic areas of strengths and weaknesses.
- Pacing guides that set the time frame for instruction and assessment
- Development of units based on Georgia Standards of Excellence (GSE) and Georgia Performance Standards (GPS)
- Teachers share unit plans, assessments, materials, and resources using Google Drive
- Grade level meetings analyzing curriculum issues and student work
- Departmentalization to allow teachers to specialize and collaborate on subject areas.
- Department planning meetings in which teachers work together on common-subject teams to plan instruction, assessments, analyze student work, and collaborate within subject area teams
- Using electronic educational software, programs, and devices
- Using manipulatives for hands-on activities that engage the learner



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- Students who are EIP and/or at risk of failing are targeted and provided differentiated instruction through small intervention groups and reduced class sizes.
- Additional time is given in Reading and Language Arts for EIP student through strategic scheduling
- Specialized curriculum is used in EIP Reading classes
- Paraprofessionals are utilized during targeted instructional time to provide small group instruction to students in their areas of academic strengths and weaknesses.
- Special Needs Interventions include: inclusion, pull-out model, small group, co-teaching model, and IEP accommodations.
- Differentiation, flexible grouping, and small group instruction ensures the needs of all learners are met at each level of the Response to Intervention pyramid.
- RTI students in Tier 2 and Tier 3 in the Response to Intervention process are provided remediation to close foundational learning gaps.
- Parents/Guardians of RTI students in Tier 2 and Tier 3 in the Response to Intervention process have regularly scheduled meetings throughout the school year and have opportunities to learn strategies to utilize at home.
- Students qualifying for the gifted program are served using the cluster model.
- Title I funds have been used to hire five teachers for reduced class sizes.
- ELLs are provided necessary support through pull-out and co-teaching instructional models.
- Behavioral support is provided through a school-wide Indian Pride Behavior Program
- The pyramid of interventions and RTI process is utilized to address the needs of all learners.
- A variety of research based strategies are used to provide academic interventions to students who have been identified through data collection.
- Paraprofessionals are utilized in the supported instruction model to provide support for students with disabilities in the regular classroom.

Effective School Transitions: Describe strategies to facilitate effective transitions for students as appropriate for your school:

K-1st (Big A to Liberty Elementary);

2nd -3rd (Liberty Elementary to Toccoa Elementary);

4th -5th (Toccoa Elementary to 5th Grade Academy);

5th to Stephens County Middle School;

Stephens County Middle School to Stephens County High School;

Stephens County High School to College/Career.



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Transition from 2nd to 3rd grade:

- We host an open house to help students and parents with the transition.
- We host a family information night to help students and families gain information about the grade level, school, and provide opportunities to gain answers to questions..
- We share a promotional/informational video with upcoming 3rd students to help build excitement and prepare for the transition as well as meet key people they will be working with..
- An ambassador group visits and tours the school then shares the experience with upcoming third grade students.
- Students in self-contained classrooms are provided the opportunity to visit their new school and meet their new teachers at the end of the 2nd grade year to prepare for the upcoming school year.

Transition from 4th to 5th grade:

- Students participate in 5th grade academy tours at the end of 4th grade.
- 5GA hosts an open house to help students and parents with the transition.
- 5GA hosts a family information night to help students and families adjust.

Family Engagement



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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
 - October 4 Faculty Meeting Presentation: Building Partnerships With Parents (primary method)
 - November 7 Staff email blast (secondary method)
 - Second semester
 - January 3 Faculty Meeting Presentation: Holding Effective Parent Conferences (primary method)
 - March 6 Staff email blast (secondary method)
- Build the capacity of parents to support a partnership among the school, parents, and the community to improve student academic achievement.
 - First semester
 - Annual Meeting Date: October 20, 2022
 - Title I Technology/Parent Information Night and School-Wide Stakeholder Meeting: September 22, 2022
 - School Governance Team Stakeholder Meeting September 8, 2022
 - Second semester
 - Student-Led Conferences/Science Night: February 2, 2022
 - Title I Math Family Night: March 16, 2022

For parents of English Learners, we will 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

