



# School Improvement Plan 2022 - 2023



**Johnson County  
Johnson County Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Johnson County
School Name	Johnson County Elementary School
Team Lead	Charles Howard
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Student Achievement Literacy
Root Cause # 1	ELA/Writing; Assessment;
Root Cause # 2	SWD's; Supports; Attendance
Goal	Goal 1: Increase the percentage of students scoring proficient and above as measured by the Georgia Milestones End of Grade Assessment in ELA by 3%.

Action Step # 1

Action Step	Monitor ELA/Writing Plans & Implementation of plans.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Lesson Plan Feedback, Admin/IC Visibility, Peer Observations(PODs), Coaches Cycle
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Building Admin, ICs
Timeline for Implementation	Weekly

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)?	Oconee RESA
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Action Step # 2

Action Step	Assessment - Use diagnostic, formative, and summative assessments to drive instruction (DOK)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Building Admin/IC visibility, Weekly admin/IC collaborations, Data/Assessment Analysis PLs, DOK PL
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Building Admin/ICs
Timeline for Implementation	Weekly

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)?	Oconee RESA
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Action Step # 3

Action Step	Updating curriculum maps
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Pacing Calendars, Standards Checklists, Curriculum Maps (Digital)

Action Step # 3

Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Building Admin/ICs
Timeline for Implementation	Weekly

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)?	NA
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Action Step # 4

Action Step	Data Collection/Analysis to determine enrichment and/or remediation; Communicate data effectively with family and community- Various Data Sources: GMAS EOG (3rd-5th); Grade Level Mastery (1st-5th); Weekly Spiral Data (1st-5th), Writing Data (K-5th)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Class Google Data Sheets, Grade Level Mastery Brochures, Parent Conferences, Sign-In Sheets, PTOs, Spiral Data Documentation
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Building Admin, ICs, and Teachers
Timeline for Implementation	Weekly

Action Step # 4

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)?	JCES PAC
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Action Step # 5

Action Step	Monitor student attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Success Criteria for Implementation	Collect attendance reports, analyze data, alert parents
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Asst. Principal
Timeline for Implementation	Weekly

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)?	Department of Family and Children Services
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Action Step # 6

Action Step	Participate in Professional Learning to increase content knowledge and Use of Evidence Based Instructional Practices
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Sign-In sheets, Agendas, TKES, District Walk-Thrus, Admin/IC observations, Peer Observations (PODs)
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Admin, ICs, Teacher Leaders, Teachers, Paraprofessionals
Timeline for Implementation	Weekly

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)?	Oconeel RESA
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Action Step # 7

Action Step	Conducting Conferences, Provide Parent Workshops, Provide Online Resources, Parent Led Professional Learning
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign-In Sheets, Agendas, Surveys, Parent Contact Logs,
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.
Position/Role Responsible	Building Admin, Parent Liaison, Teachers
Timeline for Implementation	Weekly

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)?	District Parent Liaison, PAC parents
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Action Step # 8

Action Step	MTSS Process
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	MTSS Data, Forms, Sign-In Sheets, Agendas, Professional Learning
Success Criteria for Impact on Student Achievement	Student milestone EOG data will increase by 3% in ELA.



Action Step # 8

Position/Role Responsible	District & Building MTSS Coordinator, Principal
Timeline for Implementation	Others : MTSS Implementation Plan

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)?	N/A
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Professional Capacity
Root Cause # 1	Use of Evidence Based Instructional Practices; Professional Learning; Instructional Coaches
Goal	Goal 2: Organize interdependent, collaborative work and practices as well as provide PL opportunities for staff to develop skills, enhance content knowledge, and apply instructional technology strategies to increase student achievement as measured by a 3% increase of CCRPI achievement points to better develop the whole child.

Action Step # 1

Action Step	Create master schedule that incorporates collaborative team planning, and allows for Professional Learning
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Master Schedule, Grade Level Planning Notebooks/Sign-In Sheets, PL Calendar, Agendas, Sign-In Sheets
Success Criteria for Impact on Student Achievement	CCRPI achievement points will increase by 3% to better develop the whole child.
Position/Role Responsible	Building Admin
Timeline for Implementation	Weekly

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)?	NA
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Action Step # 2

Action Step	Collaboratively identify learning targets & determine mastery criteria of the standards
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Success Criteria for Implementation	Curriculum Guides and Class data sheets
Success Criteria for Impact on Student Achievement	CCRPI achievement points will increase by 3% to better develop the whole child.
Position/Role Responsible	Admin, ICs, Teachers
Timeline for Implementation	Weekly

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)?	Oconee RESA
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Action Step # 3

Action Step	Establish data collection process for student performance and procedures for progress monitoring
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	Class data sheets, Yellow Student Data Cards, Spiral Data Documentation

Action Step # 3

Success Criteria for Impact on Student Achievement	CCRPI achievement points will increase by 3% to better develop the whole child.
Position/Role Responsible	Admin, ICs, Teachers
Timeline for Implementation	Monthly

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)?	NA
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Action Step # 4

Action Step	Design Professional Learning to enhance student achievement to develop the whole child.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity
Success Criteria for Implementation	Sign-In Sheets, Agendas, PL Calendar
Success Criteria for Impact on Student Achievement	CCRPI achievement points will increase by 3% to better develop the whole child.
Position/Role Responsible	Building Admin, ICs, Parent Liaison, Teacher Leaders
Timeline for Implementation	Weekly

Action Step # 4

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)?	Oconee RESA
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Action Step # 5

Action Step	Support students who have not met standards & Enrich students who have met standards
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Class Data Sheets, Assessment Data, Small Group Instruction Plans, Reading Intervention Support
Success Criteria for Impact on Student Achievement	CCRPI achievement points will increase by 3% to better develop the whole child.
Position/Role Responsible	Teachers, MTSS Coordinator, Reading Interventionist
Timeline for Implementation	Weekly

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)?	NA
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Action Step # 6

Action Step	Provide resources and home activities aligned to student learning goals for outside the classroom (Parent Resource Room)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Survey Data, Parent Input
Success Criteria for Impact on Student Achievement	CCRPI achievement points will increase by 3% to better develop the whole child.
Position/Role Responsible	Parent Liaison, Teachers, Building Admin
Timeline for Implementation	Weekly

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)?	NA
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social Emotional Learning (SEL)
Root Cause # 1	Student Attendance, Student Referrals, SEL Practices
Goal	Goal 3: Promote a school culture that focuses on social-emotional learning and development, positive behavioral interventions (PBIS), and attendance accountability as measured by a four star or greater school climate rating.

Action Step # 1

Action Step	Participate in professional learning to increase knowledge and awareness of SEL practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Sign-In Sheets, Agendas, Observations
Success Criteria for Impact on Student Achievement	Increase climate rating by promoting school culture (SEL, PBIS, Attendance).
Position/Role Responsible	Building Admin, School Social Worker, Counselor, Teachers
Timeline for Implementation	Others : Based on needs

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)?	Community Mental Health Center of Middle Georgia
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Action Step # 2

Action Step	Implement consistent curriculum for Social Emotional Learning
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Lesson Plan Feedback, Observations, Satchel Pulse Data
Success Criteria for Impact on Student Achievement	Increase climate rating by promoting school culture (SEL, PBIS, Attendance).
Position/Role Responsible	Counselor, Teachers, Admin/ICs
Timeline for Implementation	Weekly

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)?	NA
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Action Step # 3

Action Step	Communicate with parents and stakeholders concerning PBIS/MTSS/SEL; Maintain PBIS Team to analyze and redeliver data to staff and stakeholders; Provide PL as needed
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities



Action Step # 3

Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PBIS Brochure; SWIS Data, PBIS Notebook, MTSS Data, Parent Meetings, Sign-In sheets, PL & Agendas, Satchel Pulse Data
Success Criteria for Impact on Student Achievement	Increase climate rating by promoting school culture (SEL, PBIS, Attendance).
Position/Role Responsible	Building Admin, PBIS Team, MTSS Coordinator, Counselor, School Social Worker, Parent Liaison, Teachers
Timeline for Implementation	Monthly

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)?	Parent Leaders
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Action Step # 4

Action Step	Monitor Student Attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria for Implementation	Collect attendance reports, analyze data, communicate with parents
Success Criteria for Impact on Student Achievement	Increase climate rating by promoting school culture (SEL, PBIS, Attendance).
Position/Role Responsible	Building Admin; School Social Worker
Timeline for Implementation	Weekly

Action Step # 4

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)?	NA
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Action Step # 5

Action Step	Monitor Teacher Attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria for Implementation	Teacher attendance reports
Success Criteria for Impact on Student Achievement	Increase climate rating by promoting school culture (SEL, PBIS, Attendance).
Position/Role Responsible	Principal
Timeline for Implementation	Monthly

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)?	NA
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### 3. REQUIRED QUESTIONS

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

Required Questions

<p><b>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).</b></p>	<p>The school sought advice from individuals including school leaders (administrators), instructional coaches, teachers, support staff, specialized instructional support from school level and district, parent (Mother Board, District Parent Liaison), and community partners/stakeholders (FOR JOCO, Young Farmer Advisory Council) through trainings, face to face, virtual, hybrid meetings (series of Title I parent meetings - flexible scheduled), and phone. Meetings are documented by agendas, minutes, and sign-in sheets. Their advice was crucial for the development of the School Improvement Plan. In the past the school participated in GLISI Teachers Leader Team meetings and GLISI conferences.</p>
<p><b>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.</b></p>	<p>Johnson County Elementary School uses hiring practices to ensure that all students are served by teachers and paraprofessionals meeting professional qualification criteria, including state licenses. In the event a teacher or paraprofessional does not meet the criteria, procedures are in place for proper notification of parents and additional professional support is provided under the supervision of administration, JCES monitors as At-Risk List and students on that list should not have new teachers every year, class placements are monitored so that those students are not placed with inexperienced or marginal teachers two years in a row. Johnson County Elementary attends recruitment fairs to encourage highly qualified teachers to come to our area. During the first three years at JCES Mentor Programs and new teacher orientations are provided for new staff members.</p>
<p><b>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).</b></p>	<p>Johnson County Elementary is a school wide Title I school. Our Title I school implements evidence based instructional programs and practices to provide additional support to students with identified needs and at risk students. Beginning with the master schedule, administrators have provided a specified intervention time for English/Language Arts and Math in order for teachers to provide additional support for students in need. During this specified time, students are served as identified in remediation based on individual needs. Teachers are constantly updating a Class Data Sheet to include all information available for each individual child. This information is used by the teachers to prepare for small group instruction based on needs. This data is closely examined and used to determine services. Students identified as EL are served in a push in model by the EL teacher and additional supports are provided through collaboration with the classroom teachers. Our system has a parent liaison to assist with parental involvement and support of students living in homeless or migrant situations. Johnson County Elementary does not have neglected or delinquent students. Procedures are in place for services if the need arises.</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>Not applicable: JCES is a School Wide Program</p>
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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>Johnson County Elementary works in collaboration with local preschool programs, Johnson County Headstart and PreK to prepare with transitional orientation, and visits. Babies Can't Wait is a feeder program for the Headstart and PreK. Johnson County Elementary personnel serves as advisory board members and collaborates with personnel from these local early childhood programs. Additionally, Johnson County Elementary serves as a PreK Summer Transition Program in preparation for success in Kindergarten in the fall.</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>Not applicable</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>Johnson County Elementary has implemented the GADOE PBIS model school-wide. Members of the team work diligently to implement the program through redelivery of the annual conferences with all teachers in the school. Monthly discipline data reflects a trend of increased interventions in the classroom and reduction of office referrals. Our school has common, school-wide implemented rules which were developed with input from various stakeholders. Through implementation of the PBIS program, removal from the classroom instruction is used as a last resort.</p>

ADDITIONAL RESPONSES

ADDITIONAL RESPONSES

<p><b>8. Use the space below to provide additional narrative regarding the school's improvement plan.</b></p>	<p>Supplemental Johnson County Elementary School schoolwide/school improvement components are as follows:</p> <p>JCES uses a whole child approach to School Wide reform. In addition to rigorous academic instruction, the school aligns with the Community Mental Health agency, provides a high school partnership mentor program, and ensures Fine Arts curriculum via a rotation class. TO address the needs of all students, JCES uses varied approaches. The school makes efforts to prepare students for college and career readiness. The school counselor provides a GDOE Career Education program. JCES also collaborates with JCHS CTAE department, and UGA 4-H Extension Services to expose students to agriculture and agricultural career options.</p> <p>The school follows the district wide procedures for progress monitoring at risk students. At risk lists are made quarterly. Interventions based on the needs of the students are addressed at grade level meetings. Support for meeting the needs of our at risk students is provided by Instructional Coaches and the Admin Team. Based on the Response to Intervention (RTI) transitioning to Multi-Tiered Support Systems (MTSS), students are provided varied Tier 1 support strategies. With further analysis of student data, advanced Tier support placement will occasionally be necessary. This process is monitored by the district.</p> <p>The Johnson County Elementary School CNA/SIP is monitored in accordance to the district written procedures. The school along with the parents, district personnel and RESA support, uses the process to monitor the impact based on data. JCES participates in 45 Day reviews (Impact Check) with district personnel to further monitor progress and revise as necessary. The SWP/SIP is available to the public via the school web page, the front office, district office, and teacher workroom. It is available in native language for parents where practicable (District Interpreter available).</p> <p>JCES meets ESSA requirements with its interventions and strategies. The "Evidence based" interventions demonstrate a statistically significant effect on improving student outcome. Each is identified as STRONG (well designed and implemented experimental study), MODERATE (well designed and well implemented quasi-experimental study), or PROMISING (based on a correlational study), or documented with a Logic Model. These evidence based practices provide a rationale for improving student outcomes.</p>
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