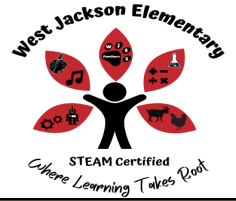




West Jackson Elementary School 2021-2022 School Improvement Plan



Literacy Objectives	Professional Development	Action Steps
<ul style="list-style-type: none"> The percentage of students meeting or exceeding their projected growth goal on the MAP assessment will increase by 3% each year (Spring to Spring). The percentage of students in Grades 3 - 5 scoring in the proficient (3) and distinguished (4) achievement levels on Georgia Milestones will increase by 3% each year. 	<ul style="list-style-type: none"> Phonics/Foundations/Word Work - Trawick, Jackson Dyslexia Pilot Guided Reading and Strategy groups - Trawick Foundations and Decodable Texts - Trawick Literacy Vertical Team 	<ul style="list-style-type: none"> Conduct data driven small group instruction daily Writing gallery walks Instructional Rounds MAP data analysis, RIT tasks Next Steps in Phonics/Foundations/Word Work- activities and assessments Guided Reading, Strategy Groups, Book Clubs, Investigative Research Comprehension and phonics small groups F&P question stems, reading continuum cards and/or reading progression charts Backwards design using common assessments and reteaching analysis Word/Vocabulary Wall monthly informal running records Center instruction around a question or problem,, facilitate conversations with students, students generate a claim, providing evidence, and reasoning

Literacy Goal: I will focus my professional learning on _____ by using these action steps _____ as measured by (65% or higher) _____% of my students will meet or exceed their growth target as measured by the Reading MAP Assessment on the Spring administration.

Math Objective	Professional Development	Action Steps
<ul style="list-style-type: none"> The percentage of students meeting or exceeding their projected growth goal on the MAP assessment will increase by 3% each year (Spring to Spring). The percentage of students in Grades 3 - 5 scoring in the proficient (3) and distinguished (4) achievement levels on Georgia Milestones will increase by 3% each year. 	<ul style="list-style-type: none"> Establishing math discourse - Warwick Using MAP assessments - Warwick Guided Math - Warwick & Holt Vertical Math Connections 	<ul style="list-style-type: none"> Conduct data driven small group instruction daily Instructional Rounds MAP data analysis, RIT tasks Fluency tasks/games Number Talks, CGI, Math Discourse Problem solving and Number Sense

	<ul style="list-style-type: none"> - Holt • Math Vertical Team-New Standards • Georgia Numeracy Project- EIP/MTSS 	<p>Tasks</p> <ul style="list-style-type: none"> • Backwards design using common assessments and reteaching analysis • Differentiated Student Menus • Center instruction around a question or problem, facilitate conversations with students, students generate a claim, providing evidence, and reasoning
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Math Goal: I will focus my professional learning on _____ by using these action steps _____ as measured by (65% or higher) _____% of my students will meet or exceed their growth target as measured by the Math MAP Assessment on the Spring administration.

Culture and Climate Objective	Professional Development	Action Steps
<ul style="list-style-type: none"> • Implement and continuously improve SEL instruction and PBIS, including student advocacy utilizing WIN time to build community, improve attendance and motivation, and teach behaviors. Outcomes will include improving average daily attendance to 96% or above and decreasing behavior referrals. 	<ul style="list-style-type: none"> • Mindsets Portal PL • Class Dojo • Teach and Model PBIS behaviors - Martinez, Brooks, Teague • Capture Kids Hearts 	<ul style="list-style-type: none"> • Mindset Mondays • Morning Meetings • DOJO points • Monthly Mindset Staff Activities • Instructional Rounds • PBIS cart and events • Mentoring Moments • STEAM Buddies • Weekly parent communication:grades, DOJO, praise • Student Engagement (Marzano)

Culture Goal: Establish a vibrant culture for learning where students and staff love to learn. Engage, Inspire, and Empower
 SIP - WJES will improve average daily attendance to 96% or above and decrease behavior referrals by 3% from the previous year.

STEAM/ Science Objective	Professional Development	Action Steps
<ul style="list-style-type: none"> • 70% of our students in Grades 3 - 5 will meet or exceed their growth target on the Science MAP Assessment. • Grade 5 will increase percentage of students performing at Level 3 and 4 on Science Milestones by 3% each year. 	<ul style="list-style-type: none"> • PBL Training new teachers - Peacock • 	<ul style="list-style-type: none"> • STEAM Buddies • Center instruction around a question or problem, facilitate conversations with students, students generate a claim, providing evidence, and reasoning • STEAM focused PLC planning • Collaborate on student product rubrics • Teach student product skills • Provide examples for teachers and students • Peer Review

		<ul style="list-style-type: none"> ● Student and Teacher implementation of arts integration posters ● Backwards design using common assessments and reteaching analysis ● Instructional Rounds ● Vertical work supporting alignment and rigor of science assessments and common practices for building
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STEAM Goal: I will focus my professional learning on _____ by using these action steps _____ and as measured by student journals and student product rubrics.

SIP -WJES will form partnerships and build capacity among staff and students to sustain GaDOE STEAM continuum and demonstrate full implementation of STEAM criteria to host other schools and maintain certification.

[WJES Instructional Commitments and TKES Goals](#)

[Complete List of Marzano’s 43 Elements](#)