

Big A Elementary School Stephens County Schools

SCHOOL IMPROVEMENT PLAN* 2023-2024

Goal 1: Literacy

During the 2023-24 school year, Big A Elementary School will work to provide students with quality learning experiences and rigor, helping to have 50% of our students reading proficiently on an instructional level C or higher as measured by benchmarks and running records.

Tier 1 Action Steps to Ensure Coherent Instruction for ALL Students	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Phonics and Phonemic Awareness Screening, Data Analysis, and Implementation of core tier 1 phonics/phonemic awareness instruction	Regina Bayles, Kalee Adams, Jill Sexton Kelli Adams	2023-24 School Year	<ol style="list-style-type: none"> 1. Meet with teachers to establish a plan for screening. 2. Screen all students. 3. Meet with EIP teachers and teachers to analyze data and develop Tier 1 plan. 4. Follow up screening to monitor students' growth and closure of skill gaps 	Students' increase in phonics and phonemic awareness skills will be reflected in screeners, progress in Guided Reading levels, and increased proficiency on the STAR Early Literacy	Heggerty Resources CORE Phonics Materials; resources provided by Dr. Charity Roberts (including tier 1 and intervention resources) PL/Writing with Rhonda Hayes
SPED teachers will participate in Professional Learning for Sondag System for Reading Skills.	Regina Bayles, Kalee Adams, Brandy Stacy	Pre-Planning 2023-24 School Year	<ol style="list-style-type: none"> 1. Teachers will participate in professional learning sessions prior to the start of school. 2. Administration will monitor implementation of Sondag System for Reading Skills during informal and formal observations. 3. Lesson plans and instruction will reflect best practice strategies and resource implementation. 	Students' increase in phonics and phonemic awareness skills will be reflected in screeners, progress in Guided Reading levels, and increased proficiency on the STAR Early Literacy	Sondag System for Reading Skills classroom kit
Purchase additional technology as needed to support assessment, screeners and web-based instructional programs	Regina Bayles, Jack Higgins	23-24 School Year	Observation; Data Usage and Student Reports	Student growth on state and local assessments due to identification of academic deficiencies and equitable opportunities to	Chromebooks, iPads



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				participate in web-based instructional support	
Actions to create a Supportive Learning Environment for accelerated or academically struggling students- Enrichment/ Remediation <ul style="list-style-type: none"> • Students who progress at a slower rate than their peers will be provided differentiated instruction. Students who do not respond to differentiated instruction will be identified as needing more support through the MTSS process; weaknesses will be identified and specific strategies/interventions for meeting deficiencies will be implemented. • Students who progress at a higher rate than their peers will be provided differentiated instruction to encourage acceleration in learning. 					
Professional Capacity (Planned PL) building to support the above goal and action steps <ul style="list-style-type: none"> • Professional learning provided by RESA consultants, on-demand webinars, in person trainings, modeling, and coaching. • System-sponsored PL in Literacy through Writing strategies- hosted by RESA/ Rhonda Hayes/ SY 2023-24 					

Goal 2: Math

During the 2023-24 school year, Big A Elementary Schools will work to provide students with quality learning experiences and rigor helping to have 70% of our students demonstrating or exceeding on math standards as measured by GKIDS end of year data.

Tier 1 Action Steps to Ensure Coherent Instruction for ALL students	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Vertical Alignment Team members will participate in professional learning at RESA for Math Updates and Collaborative.	Regina Bayles, Kalee Adams, Vertical Alignment Team	2023-24 school year	<ol style="list-style-type: none"> 1. Vertical Alignment Team members will participate in professional learning and implement new learning into practice. 2. Vertical Alignment Team members will redeliver information to all classroom teachers. 3. Administration will monitor implementation during informal and formal observations. 4. Lesson plans and instruction will reflect best practice strategies and resource implementation. 	Teachers' increased professional knowledge about implementation of math standards will be reflected by an increase of students demonstrating or exceeding on math standards on the GKIDS assessment.	GKIDS, benchmarks, math standards



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All classroom teachers will participate in on-demand professional learning for implementing Eureka Math resources for teaching Kindergarten Math standards.	Regina Bayles, Kalee Adams, classroom teachers	2023-24 school year	<ol style="list-style-type: none"> 1. Teachers will participate in webinars and implement new learning into practice. 2. Administration will monitor implementation of Eureka Math resources and Kindergarten Math Standards during informal and formal observations. 3. Lesson plans and instruction will reflect best practice strategies and resource implementation. 	Teachers' increased professional knowledge about implementation of Eureka Math resources and Kindergarten Math standards will be reflected by an increase of students demonstrating or exceeding on math standards on the GKIDS assessment.	GKIDS, benchmarks, math standards, Eureka Math resources
Purchase additional technology as needed to support assessment, screeners and web-based instructional programs	Regina Bayles Jack Higgins	23-24 School Year	Observation; Data Usage and Student Reports	Student growth on state and local assessments due to identification of academic deficiencies and equitable opportunities to participate in web-based instructional support	Chromebooks, iPads, laptops
<p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students- Remediation/ Enrichment</u></p> <ul style="list-style-type: none"> • Students who progress at a slower rate than their peers will be provided differentiated instruction. Students who do not respond to differentiated instruction will be identified as needing more support through the MTSS process; weaknesses will be identified and specific strategies/interventions for meeting deficiencies will be implemented. • Students who progress at a higher rate than their peers will be provided differentiated instruction to encourage acceleration in learning. 					
<p><u>Professional Capacity (Planned PL) building to support the above goal and action steps</u></p> <ul style="list-style-type: none"> • Professional learning via RESA, on-demand webinars, modeling, and coaching. • System-sponsored PL with Eureka Math for all teachers. For veteran teachers this will be a refresher for increased fidelity. For new teachers it will bring them on board with system efforts 					

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



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During the 2023-24 school year, Big A Elementary School will implement monthly character education lessons to increase a positive learning environment for all students as measured by a teacher pre and post survey.

Tier 1 Action Steps to Ensure Coherent Instruction for ALL students	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Consistently use the language of the monthly character education lessons.	All school staff members and students.	2023-24 School Year	Administration will ensure that all classroom teachers complete pre and post survey.	Teachers and students consistently use the language of the monthly character education word.	Email communication, school signage, survey
Implement consistent expectations for student behavior and learning.	All school staff members and students.	2023-24 School Year	Ensure consistent expectations for behavior and learning. Teachers will communicate with parents about students' behavior and learning.	Students will be able to display and/or articulate an understanding of the monthly character education lessons and character education word.	Student agendas, student recognition, student incentives
Communicate with staff and students the character education word of the month.	Regina Bayles, Kalee Adams, and Tiffany Oldham	2023-24 School Year	All staff will receive monthly email communication about the character education word of the month. Mrs. Bayles, Mrs. Adams, and Mrs. Oldham will instruct monthly character education lessons based on the character word of the month. Mrs. Bayles will provide daily verbal reminders on the school announcements.	Students and staff will be able to display and/or articulate an understanding of the monthly character education lessons and character education word.	Email communication, school signage, character education lessons/materials, daily announcements
<p><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students- Special programs/ Incentives/ Recognitions</u></p> <ul style="list-style-type: none"> Create common character education lessons to improve student behaviors and increase expectations for all students. Students who continue to struggle with behavior will be identified as needing more support through the MTSS process; weaknesses will be identified and specific strategies for meeting deficiencies will be implemented. 					
<p><u>Professional Capacity (Planned PL) building to support the above goal and action steps</u></p> <ul style="list-style-type: none"> Involve the school level leadership team in planning and implementing the character education lessons. 					



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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.

- Creating and maintaining a school climate and culture conducive to learning.
 - Implement the following teams:
 - Leadership Team /Lighthouse (Leader In Me)
 - Safety Team
 - School Climate Team
 - Sunshine Team
 - Involve Leadership Team in the development of monthly character education lessons, student incentives, and communication with stakeholders
 - Consistently using the common language of the monthly character education word throughout the school.
 - During the morning announcements – recognize desired behavior, promote a positive culture, and share expectations for student behaviors.
- Cultivating and distributing leadership.
 - Implement the following teams:
 - Leadership Team /Lighthouse
 - Academic Data Team
 - Vertical Alignment Team
 - School Climate Team
 - Ensuring high quality instruction in all classrooms.
 - Administration will conduct informal and formal classroom observations and provide specific feedback to teachers
 - Teachers will submit lesson plans weekly in a shared drive for administration to review.
 - Administration will review lessons plans on a regular basis
 - The Academic Data Team will review data monthly to determine areas of weakness and make a plan to address the identified weaknesses.
 - Managing the school and its resources.



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- Administration will consult with the School Governance Team about use of charter funds.
- Administration will develop and manage a budget for school operations.
 - Driving improvement efforts.
- Administration will use student achievement data when making instructional decisions.
- The Academic Data Team will review data monthly to determine areas of weakness and make a plan to address the identified weaknesses.
- Administration will monitor professional learning and implementation of new learning into practice.

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

K-1st (Big A to Liberty Elementary); Sped Classes visit LES
2nd -3rd (Liberty Elementary to Toccoa Elementary);
4th -5th (Toccoa Elementary to 5th Grade Academy);
5th to Stephens County Middle School;

8th-9th Stephens County Middle School to Stephens County High School
Stephens County High School to College/Career

K-1st (Big A to Liberty Elementary);
We will work with Administration, teachers, and the School Counselor at Liberty Elementary to share student progress toward grade level standards, student achievement data including MTSS, RTI, ESOL, Gifted, and SWD data. We will also share any student attendance concerns or medical concerns. Special Education Classes will visit Liberty Elementary School before transitioning the following year.



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EL Program Supplemental Support: If applicable, describe what *additional* LIEPs (Language Instruction Educational Program), Professional Development, and/or EL parent outreach activities are being used to support the district's EL program.

Big A Elementary School will apply funds to support specific actions to help EL learners and parents achieve English language proficiency. In addition to the current EL program, three additional areas of action to foster English proficiency will be addressed:

- 1) The provision of supplemental instructional materials in the form of curricula and educational software that encourage the integration of English language instruction support with academic achievement standards for students
- 2) The provision of Professional Learning sessions facilitated by EL-dedicated teachers to help ALL educators learn effective strategies for teaching English acquisition to EL students
- 3) The promotion of parent involvement through a partnership with First Baptist Church to provide instructional materials for adult English literacy classes to help parents of EL students in Stephens County acquire English proficiency so that they can support their children's academic achievement



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Family Engagement (K-5, only)

Family and Community Engagement

- Build 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
 - Faculty Meeting: August 8, 2023 @ 3:15 pm – Review: “Five Ways Teachers Can Establish Positive Relationships with Parents”
<https://teach.com/resources/five-ways-teachers-can-establish-positive-relationships-with-parents/>
 - Staff Assignment: October 16, 2023 – Article: “Better Together: Building Positive Relationships Between Parents and Teachers”
<https://www.educationsupport.org.uk/resources/for-individuals/articles/better-together-building-positive-relationships-between-parents-and-teachers/>
 - Second semester
 - Faculty Meeting: January 2, 2024 @ 8:30 am – Review: “Parent-Teacher Conferences: Tips for Teachers”
<https://kidshealth.org/en/parents/parent-conferences.html>
 - Staff Assignment: February 5, 2024 – Article: “Why Do Parents and Teachers Find It So Hard To Work Together?”
<https://lindastade.com/teacher-parent-relationship/>
- Build PARENT CAPACITY to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - Open House: July 28, 2023, 3-6 pm and July 31, 2023, 11-1 pm
 - School Governance Team Meeting: September 23, 2023, 11:30 am and October 20, 2023, 11:30 am
 - Title I Annual Meeting Date: October 24, 2023
 - Building Parent Capacity Date and Activity: Title I Family Math Night, November 6, 2023, 5-6 pm
 - Second semester
 - Student-Parent-Teacher Conferences: January 2024 by appointment
 - Building Parent Capacity Date and Activity: Title I Family Literacy Night, February 12, 2024, 5-6 pm
 - Building Parent Capacity Date and Activity: Title I Family STEM Night, March 11, 2024, 5-6 pm
 - Additional Opportunities (optional):

For parents of English Learners, 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

