

Title I School wide/School Improvement Plan/Action Plan

1. Comprehensive Needs Assessment

All faculty and staff members at Greene County Primary School were involved in evaluating and analyzing the school data, identifying our strengths and weaknesses, identifying areas with an opportunity for growth, and to deriving research-based instructional strategies which have yielded high results and should be added to the 2023-2024 School Improvement Plan. Initially school leaders worked with district personnel with the first data dig to determine critical issues. Then the faculty and staff members brainstormed a list of strategies for more effective improvement. Our list of data included: GKIDS data, NWEA MAP data, GMAS, attendance, I-Ready reading/math and discipline data. The brainstorming session allowed the planning committee to gain a solid understanding of where GCPS stands academically in all subject areas. The most critical issues were found in the areas of literacy and social/emotional learning.

2023-2024 GCPS Critical Issues and Objectives

Critical Issue #1: The 2023 ELA portion of the Georgia Milestones showed that 33% of the 3rd grade students scored at Level 3 or higher.

Objective #1: The 2024 ELA portion of the Georgia Milestones will show that 38% of the 3rd grade and 4th grade students scoring at Level 3 or higher.

Critical Issue #2: The 2023 reading portion of the Georgia Milestones showed that 32% of the 3rd grade students scored at Level 1

Objective #2: The 2024 portion of the Georgia Milestones will show that the 28% of the 3rd and 4th grade students will score Level 1

Critical Issue #3: Current curriculum does not meet the social and emotional needs of students.

Objective #3: Implement and adopt an SEL curriculum for K-4 students

2. School wide Reform Strategies

Greene County Primary School has a full-time counselor along with two district wide social workers and a part time parent liaison who all work in conjunction with teachers, school leaders, and local community family and mental health services to provide and/or connect students and their families with the support and services they need. There are layers of academic support for students who are in need through small group instruction and conferencing, support staff, the GCSS MTSS support system, and targeted W.I.N. (What I Need) groups.

GCPS provides a wide variety of opportunities for students to connect with future opportunities, including career-awareness lessons provided by our counselor, classroom

instruction that includes real-world applications of content, opportunities for our students to visit and learn more about local post-secondary experiences (i.e. visiting the campus at UGA and Athens Tech), opportunities for advanced content, along with ongoing partnerships and experiences with our feeder high school (GCHS) and vertical planning between our 5th grade teachers and teachers from our feeder middle school (CMS).

Greene County Primary School provides many layers and tiers of support through the school-wide PBIS system that creates common behavior expectations for all students and encourages positive behavior. GCPS has two district wide social workers that visit a minimum of once per week, occupational, speech and vision therapy professionals, two academic coaches, seven early-intervention teachers, and an Opportunity Room staffed with a behavioral specialist. In this opportunity room students have access to Ripple Effects. **Ripple Effects** is an equity-based intervention, prevention and **SEL** digital program that is proven to raise grades, change behavior, and improve mental health.

Greene County Primary School provides faculty and staff members with ongoing professional development opportunities that target the school's specific performance needs. Professional development goals are aligned with the school's needs and the TKES self-assessment. The instructional coaches facilitate opportunities for vertical planning and collaboration across grade levels and departments. The instructional coaches also model lessons and provide feedback to teachers about instructional practices.

Teachers and students are trained in PBIS at the beginning of each year. School-wide expectation posters are displayed in each classroom, the hallways, restrooms, cafeteria, and lobby. The processes are in place to cultivate and maintain positive and healthy behavioral and academic norms. The PBIS expectations, weekly collaboration, and teacher analyzed student's data are reviewed by the Tier I and Tier II teams monthly.

We have a gifted coordinator who collaborates with all teachers to ensure gifted students are provided a sound education.

A demographic challenge is the distance our school is away from most places for off campus learning experiences (field trips). Due to our location, the trips are difficult to schedule due to ride time on a school bus. An economic challenge is the inability for all students to attend field trips because of the cost.

Effective collaboration is taking place in weekly meetings that occurs during the content teachers common planning with the academic coach and administrative support. EIP teachers often support using their strengths as needed.

3. School wide Plan Development

A thorough survey was conducted with stakeholders in the May of 2023 that encompassed parental involvement such as parents being kept up to date with general school information and academic progress, students' needs being met, ways to help at home, and feeling a part of the school community. In addition to this, parents were asked about all the software programs funded by Title One. Finally, parents were asked about what went well and how well did they feel communication occurred throughout the year. Parents were encouraged to suggest ways that they would like to be involved in the school and what else could the school offer that was not currently being offered. This was done in March.

Once finalized, Greene County Primary School's School-wide Improvement plan will be available in multiple formats, including hard copies available at the school and an electronic copy on the school's website. The plan will also be advertised through social media to inform stakeholders where they can locate the plan and provide input and feedback as needed.

4. ESSA Requirements

In order to help students at Greene County Primary prepare for their transition to middle school and beyond, students are provided with career-awareness lessons by the school counselor so that they can begin to think about possible career pathways. GCPS collaborates with multiple community partners who act as mentors to our students, such as ATLAS and Boys and Girls' Club. Additionally, GCPS's 4th grade teachers participate in vertical teaming and collaboration with teachers from Carson Middle School to ensure common expectations and a smooth transition from elementary to middle school. CMS holds a Bridge Program during the summer to ease the transition. Each year in the spring, we invite the preschoolers an opportunity to visit GCPS for a tour and orientation. During the first week of school we hold a kindergarten orientation fair. This fair gives the preschoolers and their parents an opportunity to see the school, ask questions, and get them excited about coming to GCPS. Our kindergarten teachers and preschool teachers are encouraged to communicate with each other throughout the year in order to discuss and compare student expectations and common academic goals. Finally, our kindergarten teachers visit the preschool four times a year to assess letter identification, letter sounds, and numeral recognition and counting with one-to-one correspondence.

School wide parent conferences are held in October and February at which parents can review their child's academic progress and discuss assessment results and future goals with the teacher. Parents are encouraged to request conferences with their child's teacher throughout the year.

GCPS makes available its school wide plans, mission statement, and information concerning school events by using Class DoJo (92 % of parents are connected, social media, School Status, Blackboard Connect, Monthly Calendars/Newsletters, and school marquee). These printed

materials along with others concerning parenting and academic suggestions and tips are displayed in the school office for easy access.

All student agendas contain a compact with important school information for parents to read and review with their child. These compacts are signed by the parent and returned to school where signatures from the child's teacher and principal are added. Media Center hours are extended to all parents to assist their child with selecting library books and taking Accelerated Reader tests. Parents are also able to sign up for Parent Portal in the media center.