

Social Circle Elementary School

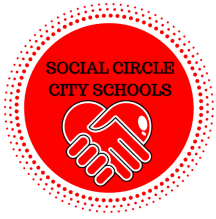
2020-2021 School Improvement Plan

Our New Way Forward



Student Performance Goal #1: <i>Students will improve knowledge and skills in literacy.</i>	SCCS Goal Areas: <ul style="list-style-type: none"> ● Student Achievement/Readiness/Engagement ● Safety & Culture of Well-Being ● Quality Staff and Professional Growth ● Family & Community Engagement ● Systems and Operational Effectiveness
Pillar(s): <i>Student Achievement</i>	SCCS Core Values: <ul style="list-style-type: none"> ● <i>Climate: The purposeful, supportive, flexible, and healthy environment necessary for learning, engagement, innovation, and positive relationships.</i> ● <i>Tradition: The cohesive community, rich history, and culture that fuels our mission.</i> ● <i>Leadership: The structure that fosters a focused, encouraging, student-centered climate with high expectations for everyone.</i> ● <i>Accountability: The expectation that continuous improvement will guide students and staff members to produce excellence in academics, arts, and athletics.</i>

Actions, Strategies, and Interventions <i>Including Accelerated & Academically Struggling</i>	Evidence <i>Including Sub Groups</i>	Monitoring Points <i>Monthly & Impact Checks</i>	Professional Learning Needed	Project Lead
<ul style="list-style-type: none"> ● Use Reading Plus to personalize learning ● Use Data Driven Instruction (DDI) conversations with a focus on priority standards and collaborative teams ● Use Wilson to personalize learning (EIP) 	<p>MAP assessment: <i>Student growth for each grade level will meet or exceed the grade level norm growth:</i></p> <p><i>3rd ELA: 10.5 points</i></p>	<p>Pre, Mid, End of year Assessment conferences (Aug 2020, Dec. 2020, April 2021)</p>	<p>Train the Trainer from Engage Academy</p> <p>Reading Plus - Training for 3rd Grade</p> <p>Instructional Conversations (UGA Clase)</p> <p>Deconstructing Standards</p> <p>John Hattie</p>	<p>Principal, Assistant Principal and Teachers</p>



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<ul style="list-style-type: none"> ● Use Raz Kids to personalize learning (Exceptional students) ● Use What I Need (WIN) time to personalize learning through the use of leveled reader and small group differentiation based on skills ● Use Instructional Conversations to hear student voice and understanding ● Use Edgenuity to personalize learning ● Use collaborative planning to develop lesson plans and to discuss the 10 design qualities ● Use common assessments to drive instruction by identifying priority standards and working in collaborative teams ● Use student led conferences to encourage student voice and ownership of learning through goal setting to personalize learning ● Use a mnemonic device to guide students through strategically reading 	<p><i>4th ELA: 8.16 points</i> <i>5th ELA: 6.5 points</i></p>			
	<p>GMAS: Less than 25.5% of students scoring as beginning learners as measured by the EOY EOG. GMAS: At least 40% of the student population will score proficient or above on the 2020-2021 GMAS</p>	<p>May 2021</p>		<p>Principal, Assistant Principal and Teachers</p>
	<p>Grade level Priority Standards: Increase readiness through mastery of grade-level priority standards on common assessments by achieving at least 80% proficiency as a grade level.</p>	<p>Monthly classroom and collaborative planning visits Aug 2020- May 2021 -Quarterly impact check meetings in Oct.2020, Jan 2021, March 2021</p>		<p>Principal, Assistant Principal and Teachers</p>
	<p>Reading Plus: Students will perform at 80% or</p>	<p>Monthly classroom and collaborative planning visits Aug 2020- May 2021 -Quarterly impact check</p>		<p>Principal, Assistant Principal and Teachers</p>

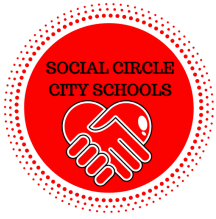


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<p>passages and comprehending text</p> <ul style="list-style-type: none">● Implement individual reading conferences with students to personalize learning during independent reading time● Coach one another to improve instructional strategies and to enhance the engagement of students (SE-EKS)	<p>higher on at least 4 of 9 reading skills.</p>	<p>meetings in Oct.2020, Jan 2021, March 2021</p>		
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Student Performance Goal #2: <i>Improve students' knowledge and skills in mathematics.</i>	SCCS Goal Areas: <ul style="list-style-type: none"> ● Student Achievement/Readiness/Engagement ● Safety & Culture of Well-Being ● Quality Staff and Professional Growth ● Family & Community Engagement ● Systems and Operational Effectiveness
Pillar(s): <i>Student Achievement</i>	SCCS Core Values: <ul style="list-style-type: none"> ● <i>Climate: The purposeful, supportive, flexible, and healthy environment necessary for learning, engagement, innovation, and positive relationships.</i> ● <i>Tradition: The cohesive community, rich history, and culture that fuels our mission.</i> ● <i>Leadership: The structure that fosters a focused, encouraging, student-centered climate with high expectations for everyone.</i> ● <i>Accountability: The expectation that continuous improvement will guide students and staff members to produce excellence in academics, arts, and athletics.</i>

Actions, Strategies, and Interventions <i>Including Accelerated & Academically Struggling</i>	Evidence <i>Including Sub Groups</i>	Monitoring Points	Professional Learning Needed	Team Lead
<ul style="list-style-type: none"> ● Use Xtra Math to personalize learning with fact mastery ● Use Data Driven Instruction (DDI) conversations with a focus 	<p>MAP assessment: <i>Student growth for each grade level will meet or exceed the grade level norm growth:</i></p> <p><i>3rd Math: 12.6 points</i></p>	<p>Pre, Mid, End of year Assessment (Aug 2020, Dec. 2020, April 2021)</p>	<p>Train the Trainer from Engage Academy</p> <p>Deconstructing Standards</p>	<p>Principal, Assistant Principal and Teachers</p>



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<ul style="list-style-type: none"> on priority standards and collaborative teams ● Use What I Need (WIN) time to personalize learning through toward skill mastery using differentiation from assessment data ● Use Instructional Conversations to hear student voice and understanding ● Use Edgenuity to personalize learning as it relates to student MAP scores ● Use collaborative planning to develop lesson plans and to discuss the 10 design qualities ● Use common assessments to drive instruction by identifying priority standards and working in collaborative teams ● Use student led conferences to encourage student voice and ownership of learning through goal setting to personalize learning ● Use Number Sense/Number Talks and the CGI (Cognitive Guided 	<p><i>4th Math: 10.96 points</i> <i>5th Math: 9.61 points</i></p>		Instructional Conversations (UGA Clase)	
	<p>GMAS: Less than 17.5% of students scoring as beginning learners as measured by the EOY EOG.</p> <p>GMAS: At least 48.5% of the student population will score proficient or above on the 2020-2021 GMAS</p>	May 2021		Principal, Assistant Principal and Teachers
	<p>Grade level Priority Standards: Increase readiness through mastery of grade-level priority standards on common assessments by achieving at least 80% proficiency as a grade level.</p>	<p>Monthly classroom and collaborative planning visits Aug 2020- May 2021 -Quarterly impact check meetings in Oct.2020, Jan 2021, March 2021</p>		Principal, Assistant Principal and Teachers
	<p>Xtra Math: Students will increase fact fluency.</p>	<p>Monthly classroom and collaborative planning visits Aug 2020- May 2021 -Quarterly impact check meetings in Oct.2020, Jan 2021, March 2021</p>		Principal, Assistant Principal and Teachers

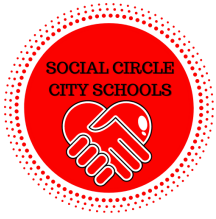


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<p>Instruction) to encourage student voice and understanding of mathematical concepts</p> <ul style="list-style-type: none">● Utilize manipulatives to scaffold learning through the standards (CRA - Concrete- Representative - Abstract) to help personalize learning.● Use a mnemonic device to guide students through strategically solving mathematical word problems● Coach one another to improve instructional strategies and the engagement of students (SE-EKS)				
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<p>Student Performance Goal #3: <i>Improve the social, emotional, and the mental well-being of staff and students.</i></p>	<p>SCCS Goal Areas:</p> <ul style="list-style-type: none"> ● Student Achievement/Readiness/Engagement ● Safety & Culture of Well-Being ● Quality Staff and Professional Growth ● Family & Community Engagement ● Systems and Operational Effectiveness
<p>Pillar(s): <i>Engaged Well-rounded Students, Safety & Well-being</i></p>	<p>SCCS Core Values:</p> <ul style="list-style-type: none"> ● <i>Climate: The purposeful, supportive, flexible, and healthy environment necessary for learning, engagement, innovation, and positive relationships.</i> ● <i>Tradition: The cohesive community, rich history, and culture that fuels our mission.</i> ● <i>Leadership: The structure that fosters a focused, encouraging, student-centered climate with high expectations for everyone.</i> ● <i>Accountability: The expectation that continuous improvement will guide students and staff members to produce excellence in academics, arts, and athletics.</i>

Actions, Strategies, and Interventions <i>Including Accelerated & Academically Struggling</i>	Evidence <i>Including Sub Groups</i>	Monitoring Points	Professional Learning Needed	Team Lead
<ul style="list-style-type: none"> ● Implement the zones of Regulation (posters and wooden boards) and allow students to track their zones through the day. ● Provide opportunities for students to connect personally (team talk, circles, morning meetings). 	<p>Increase the percentage of staff reporting a positive self-perception of SEL core competencies as evidenced by self assessment results.</p>	<p>BOY/EOY (Aug. 2020; May 2021)</p>	<p>SEE-KS Zones Strategies Social Emotional Learning Core Competencies</p>	<p>Principal, Assistant Principal and Teachers</p>
	<p>Ninety percent of teachers will meet their professional learning goal for social, emotional, and mental well-being as set in the TKES platform.</p>	<p>Pre, Mid, End of year TKES conferences (Aug 2020, Dec. 2020, April 2021)</p>		



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<ul style="list-style-type: none"> ● Allow opportunities for students to share their perspectives and needs. ● Use strategies to engage and learn about all students. ● Use strategies to learn about students' cultures, backgrounds, talents, and interests. ● Use strategies/tools for students to problem-solve and self-manage (reflection posters, peace corner, reflection sheets, etc.). ● Use verbal and non-verbal cues to communicate and promote expected behaviors. ● Provide feedback on student behaviors that is discrete, specific, and restorative. ● Use the sensory path and sensory room as a strategy for students. ● Utilize the SEL Website, SEL Newsletter, and SEL resources (i.e. videos) to provide effective differentiated professional development to staff on the CASEL/SEL Competencies. ● Promote a growth mindset. ● Promote high expectations and allow productive struggle. ● Self-assess and reflect on the SEL core competencies during the day with students and staff. 	<p>Students will report being on green 80% of the time.</p>	<p>Weekly (Aug. 2020 - May 2021)</p>		<p>Principal, Assistant Principal and Teachers</p>
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<ul style="list-style-type: none">● Provide opportunity for student voice and/or choice about learning activities● Utilize a kind crew to greet students and visitors during the day.● Provide potty professional development and aroma therapy in adult restrooms.● Student Led Conferences to encourage student voice and ownership of learning through goal setting to personalize learning● Coaching one another to improve instructional strategies and the engagement of students (SE-EKS)				
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