



School Improvement Plan 2020 - 2021



**Hall County
Chicopee Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Chicopee Elementary School
Team Lead	Jamie Hitzges

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input 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	Develop consistent teaching approach to that fosters expressive language via academic language instruction.
Root Cause # 1	Inconsistent follow through on student data to determine effectiveness
Root Cause # 2	Inconsistent in collaboration, analyzing student work and data that is centered on building common understanding of content standards.
Root Cause # 3	Inconsistent in engaging in quality professional learning, analyzing, interpreting, and using data to adjust for different learners.
Root Cause # 4	Teaching content without regard for language learner needs
Goal	Students at Chicopee Woods will increase their expressive language by 3%, as measured by ACCESS Composite Proficiency Levels rated level 4 and/or 5.

Action Step # 1

Action Step	Teachers and staff will participate in ongoing professional learning (up to 6 days). The training will build understanding and strategies to help the predominant poor and/or emergent bilingual students at Chicopee Woods Elementary.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	mtg agendas, sign-in sheets, observation, anecdotal feedback from teachers
Position/Role Responsible	Administration Teachers
Timeline for Implementation	Monthly

Action Step # 1

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)?	
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Action Step # 2

Action Step	Increase opportunities for students to use academic oral language in the classroom
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Creation of look-for instrument
Position/Role Responsible	Administration, teacher leaders
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase reading and writing (literacy) ability
Root Cause # 1	Balanced literacy best practices, expectations, resources for ELA/Reading instruction are not consistent throughout the school
Root Cause # 2	Grade level curriculum maps & frameworks have not been used consistently to align curriculum, skills, & standards, leaving gaps.
Root Cause # 3	Inconsistent in engaging in quality professional learning, analyzing, interpreting, and using data to adjust for different learners.
Goal	Increase number of students proficient and/or distinguished on GMAS ELA and Reading by 3%.

Action Step # 1

Action Step	Engage teachers in professional learning on balanced literacy approaches.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Walk-through samples, discussions, survey
Position/Role Responsible	Administration, teacher leaders
Timeline for Implementation	Quarterly

Action Step # 1

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)?	
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Action Step # 2

Action Step	Integrate technology into the classroom setting to enhance literacy and writing skills.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Usage data Literacy achievement data
Position/Role Responsible	Administration, teacher leaders
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)?	
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Action Step # 3

Action Step	Professionally develop teachers to confer with students
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Look-for instrument deployment and data collection
Position/Role Responsible	Administration, teacher leaders
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)?	
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Action Step # 4

Action Step	With the addition of four paraprofessionals, increase student support within reader's/writer's/math workshop to meet more individualized student needs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Literacy achievement data
Position/Role Responsible	Administration, teacher leaders
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)?	
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Action Step # 5

Action Step	Reduce class size to facilitate increased opportunities to deploy high-leverage practices to meet the needs of individual students (i.e., conferring, instructional conversations and emergent bilingual learner high level practices).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Literacy achievement data
Position/Role Responsible	Administration, teacher leaders and paraprofessionals
Timeline for Implementation	Monthly

Action Step # 5

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math fluency (four operations)
Root Cause # 1	Best practices, expectations, resources for math instruction are not consistent throughout the school.
Root Cause # 2	Inconsistent in collaboration, analyzing student work and data that is centered on building common understanding of content standards.
Root Cause # 3	Inconsistent in engaging in quality professional learning, analyzing, interpreting, and using data to adjust for different learners.
Goal	Increase the number of students proficient and /or distinguished by 3% on Georgia Milestones.

Action Step # 1

Action Step	Engage teachers in school wide walk through to observe and reflect on rigor, instructional and math strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Data, conversation, observation
Position/Role Responsible	Administration, teacher leaders
Timeline for Implementation	Quarterly

Action Step # 1

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)?	
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Action Step # 2

Action Step	Use Math Unit assessments to facilitate conversation around common assessments.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Math Data
Position/Role Responsible	Administration, teacher leaders
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)?	
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Action Step # 3

Action Step	Conduct regular fluency benchmark assessments
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Data
Position/Role Responsible	Administration, 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)?	
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Action Step # 4

Action Step	With the addition of four paraprofessionals, increase student support within reader's/writer's/math workshop to meet more individualized student needs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Math Data
Position/Role Responsible	Administration, teacher leaders
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)?	
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Action Step # 5

Action Step	Reduce class size to facilitate increased opportunities to deploy high-leverage practices to meet the needs of individual students (i.e., conferring, instructional conversations and emergent bilingual learner high level practices).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Math Data
Position/Role Responsible	Administration, teacher leaders and paraprofessionals
Timeline for Implementation	Monthly

Action Step # 5

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase parent engagement
Root Cause # 1	Culturally responsive measures are not in place.
Root Cause # 2	Language barriers
Root Cause # 3	Transportation challenges limit the ability to attend school functions
Goal	Increase the number of parents that attend CWES school events by 3%.

Action Step # 1

Action Step	Provide multiple methods of communication
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	mtg agendas, sign-in, evidence of social media
Position/Role Responsible	Administration, faculty and staff
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)?	
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Action Step # 2

Action Step	Conduct quarterly performance events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Invitations, sign-in sheets
Position/Role Responsible	Administration and faculty and staff
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)?	
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Action Step # 3

Action Step	Conduct parent teacher conferences
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Sign-in sheets
Position/Role Responsible	Administration & faculty and staff
Timeline for Implementation	Others : 2x per year

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)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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) was accomplished.	Advice sought through a variety of parent and teacher surveys throughout the year. Conducted numerous parent involvement meetings, Formed a student and parent panel during a professional learning day, allowing parents and students to give feedback to the staff regarding various topics related to Chicopee Woods. Neighborhood visits conducted during the summer to build community and seek feedback.
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.	The school will maintain a high standard of recruitment and hiring practices for teachers that are highly qualified as defined by the Georgia PSC. This will include panel interviews, background checks and reference gathering. In addition, high quality teachers with experience with our population will be sought in the hiring process.
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).	The school will employ teacher leaders, administration and contracted service personnel to train, mentor and guide teachers in instructional practices through professional learning, coaching, observation and modeling. A teacher will be allotted to provide interventions for students most in need. A teacher will be allotted to provide enhanced science experiences through hands-on lab and outdoor classroom instruction. A teacher will be allotted to provide increased reading, reading fluency and language arts instruction. Up to six times during the school year, professional learning will be deployed to provide teachers an opportunity to develop skills and collaborate. Supplemental supplies, books and technology may be purchased to enhance District-funded purchases to assist teachers in instruction.
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.	The school will utilize available TSI 1003 (A) funds to hire an additional teacher and offer additional in-school tutoring to intervene with both the SWD subgroup as well as students identified as Tier 3 in the school's MTSS. Based on targeted academic areas, SWD and Tier 3 students will be expected to attain at least one year of growth as measured by reading, math and/or language assessments.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	CWES does have one pre-k classes within the school. The school does participate in an annual Spring Rising Kindergarten Round-Up to assist parents in the transition from stay-at-home settings, pre-k programs and daycare into CWES.
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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A
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.	Teachers will conduct parent teacher conferences with all parents strengthening the communication between home and school. Positive contracts will be implemented for struggling students. Each homeroom will conduct daily morning meetings from 7:35-7:50 to build relationships and promote social and emotional well being. The House System will continue, building relationships between students and teachers from various grade levels.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	
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