GaDOE
Georgia Department of Education

School Improvement Plan
2022 - 2023

Trion City
Trion Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Trion City
School Name	Trion Elementary School
Team Lead	Beth Pelham
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)During the 21-22 school year, a survey regarding poverty was given to all TCS students. Free and reduced rate was calculated based on 19-20 school data.

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Our overarching need and focus for the 2022-2023 school year is to increase the reading academic achievement for all students, including subgroups (EL and SWD).
Root Cause # 1	- Lack of resources/program for effective research based instruction in the content area of reading - Lack of professional knowledge for effective implementation of research based instructional practices to target struggling readers - Lack of vocabulary exposure and language development with a large portion of our students (English Language Learners) - Lack of teacher accountability for reading instruction expectations school wide - All teachers do not establish clear learning targets
Goal	Increase the total number of students meeting their MAP Growth target in Reading by 3 percent in 2023.

Action Step # 1

Action Step	Adopt and implement a research based comprehensive reading program that effectively meets the needs of our students, as determined by our TES Reading Adoption Committee.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	usage and performance reports TKES observations MAP data Classroom benchmark data
Success Criteria for Impact on Student Achievement	Daily implementation with fidelity of the new reading program
Position/Role Responsible	school admin, teachers, curriculum director
Timeline for Implementation	Yearly

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)?	No partnership required.

Action Step # 2

Action Step	All reading teachers implement the Orton Gillingham Reading Program as a Tier 2/Tier 3 intervention for students identified below benchmark on phonemic awareness based on established criteria.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	schedules, grade monitoring, small group lesson plan monitoring
Success Criteria for Impact on Student Achievement	implementation with fidelity by all teachers
Position/Role Responsible	Regular Ed teachers ESOL teachers SPED teachers school admin
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)?	No partnership required.

Action Step # 3

Action Step	Maintain student support for reading through small group, inclusion, and resource instructional settings
Funding Sources	Title I, Part A IDEA
Subgroups	English Learners Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	schedules, grade monitoring, lesson plan monitoring
Success Criteria for Impact on Student Achievement	effective instructional practices consistently utilized by teachers
Position/Role Responsible	ESOL teachers, Special ed teachers, school admin Paraprofessionals
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)?	No partnership required.

Action Step # 4

Action Step	Flexible after school tutoring and summer academy tutoring to address individual students' learning needs.
Funding Sources	Title III, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Schedules Rostering Attendance

Action Step # 4

Success Criteria for Impact on Student Achievement	Differentiated reading instruction based on individual learning needs and achievement data
Position/Role Responsible	Teachers Admin
Timeline for Implementation	Yearly

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)?	No partnership required.

Action Step # 5

Action Step	Gifted Endorsement for teachers through NWGA RESA
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Attendance, participation, and completion of endorsement classes
Success Criteria for Impact on Student Achievement	Immediate implementation of professional knowledge gained
Position/Role Responsible	Teachers Administration
Timeline for Implementation	Yearly

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)?	No partnership required.

Action Step # 6

Action Step	T.E.A.M. Nights (Teachers Empowering Academic Mindsets) During our three TEAM Night meetings (fall, winter, spring), we will teach instructional strategies to families in an effort to support instruction in the home setting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Success Criteria for Implementation	Communicate and prioritize meeting dates Incentives for attendance Childcare provided Teacher support and meeting preparation
Success Criteria for Impact on Student Achievement	Current academic data shared Skills and activities taught to families directly related to power standards Family attendance and participation at home Parent Survey
Position/Role Responsible	Teachers Family Engagement Coordinator Administrators Families
Timeline for Implementation	Others : Three times per year

Action Step # 6

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)?	No partnership required.

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Our second overarching need is consistent and continuous follow through with Professional Learning Communities to directly focus on meeting students' individual learning needs through the MTSS process.
Root Cause # 1	- Prioritizing planning time for PLCs - Creating a consistent schedule for PLCs - Clearly defining expectations for PLCs - Clearly defining MTSS expectations - Consistently disaggregating current academic data - Differentiating instruction to meet student needs
Goal	The mean RIT score for TES students in the MTSS Tier 2 and Tier 3 process will increase by 3% in the content area of reading on the MAP assessment from fall to spring data points.

Action Step # 1

Action Step	Monthly PLC meetings dedicated to tracking the progress of students in the MTSS process.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Master schedule - planning times Minutes and sign in sheet from meetings; evaluation of formative and summative assessments to check for effectiveness.
Success Criteria for Impact on Student Achievement	Differentiated instruction based on students' individual learning needs
Position/Role Responsible	Administration Curriculum Director 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)?	No partnership required.

Action Step # 2

Action Step	Research based reading interventions - ex. Orton Gillingham Reading Program
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Consistent schedule for small group instruction Progress Monitoring
Success Criteria for Impact on Student Achievement	Implementation of interventions with fidelity
Position/Role Responsible	Teachers Administration Curriculum Director
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)?	No partnership required.

Action Step # 3

Action Step	Employ a parent and family engagement coordinator to build the capacity of families to use support strategies at home that will enhance academic achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Success Criteria for Implementation	Stakeholder evaluation and feedback Percent of parent participation - sign in sheets
Success Criteria for Impact on Student Achievement	Successful T.E.A.M. Nights Parent Survey
Position/Role Responsible	Family Engagement Coordinator Administration
Timeline for Implementation	Yearly

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)?	Business Partners

Action Step # 4

Action Step	Provide research based instructional interventions (Fast forward, Reading Eggs, etc.) to students through educational software and the technology to run the software.
Funding Sources	Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Data reports from software system
Success Criteria for Impact on Student Achievement	Academic data growth reports
Position/Role Responsible	Teachers Administration
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)?	No partnership required.

Action Step # 5

Action Step	Dyslexia and ESOL Endorsements for teachers through NWGA RESA
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	Attendance, participation, and completion of endorsement classes
Success Criteria for Impact on Student Achievement	Immediate implementation of professional knowledge gained

Action Step # 5

Position/Role Responsible	Teachers Administration
Timeline for Implementation	Yearly

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)?	No partnership required.

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).	Teachers from our leadership team discussed and completed the CNA school report. Feedback was also sought and discussed at our Title 1 stakeholder meetings. These reports and written feedback were submitted to the administrator where results were compiled and reviewed to gain an overall school perspective.
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.	TES strives to hire highly qualified teachers for their current teaching field. Under the direction of our curriculum director and academic coach, we have a strong mentor program. We make every effort to support and retain new teachers. For the 2022-2023 school year, we will employ two first year teachers. Approximately 64.36% of our students at Trion Elementary School qualify for free and reduced lunch and live in a low economic environment. All ED students are distributed equally among classes.
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).	TES employs paraprofessionals to provide assistance to students in high need areas. Paraprofessionals are assigned to classrooms with students who benefit from smaller group or individual interaction. Paraprofessionals work closely with teachers to provide necessary instruction to students who are academically performing below grade level expectation, including special needs and ELLs. Paraprofessionals also assist in targeted after school tutoring programs such as Headsprouts. Teachers utilize research based instructional strategies and resources that include small group instruction, flexible groupings, formative assessments, and project based learning. We have professional learning communities in order for teachers to collaborate and make informed instructional decisions.
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	Teachers in collaboration with leadership identify at risk students through diagnostic and formative assessment data (MAP, Milestones, phonics inventory, DRA) and teacher observation. These students receive additional support (tutoring, small group instruction, differentiated instruction) and progress is monitored through the MTSS process.

to rank all students.	

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.	TES continues to provide a rigorous pre-school program (4 classes) and to provide interventions for special populations, including ELLs. Parents have multiple opportunities to receive transition support and continued services as they progress through grade levels. Ex. T.E.A.M. Nights, TES Orientations, Parent Conferences, Meet the Teacher Night
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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	TES works with the high school to provide opportunities for students in CTAE programs such as Early Childhood Education and opportunity to work with young students as part of their practicums.
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.	Trion Elementary School recognizes, rewards, and celebrates students meeting behavior exhibiting appropriate behavior expectations. Administration utilized the resource book*Don't Suspend Me*by Jessica Djabrayan Hannigan and John E. Hannigan as an alternative discipline toolkit. Removing students from class for disciplinary reasons are reserved for last resort measures.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Trion Elementary School's School Improvement Plan will be available to the LEA, parents, and the public, and the information contained in the plan will be provided in a language and format that is understandable. TES annually evaluates the school wide plan, using data from the State's assessments, other student performance data, and perception data to determine if the program has been effective in addressing problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.