



# School Improvement Plan 2021 - 2022



**Jasper County**  
**Jasper County Primary School**

## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Jasper County
School Name	Jasper County Primary School
Team Lead	Pam Edge, Principal

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	JCPS will decrease the number of students with 10 or more absences by 1% for the FY22 school year.
Root Cause # 1	Root Cause Analysis for Attendance (Problem: JCPS had 31% of students with 10 or more absences during the FY21 school year.)
Goal	JCPS will decrease the number of students with 10 or more absences by 1% for the FY22 school year.

#### Action Step # 1

Action Step	-Monitor student attendance (daily) and provide monthly reports to building Principal, School Leadership Team, and the school PBIS team for monitoring
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Method for Monitoring Implementation: Attendance Data will be reported in Infinite Campus Daily by 9:00am; Attendance reports will be provided to the School Leadership Team and PBIS Team monthly, Homeroom Teachers will contact parents once a student reaches three absences and the Counselor will make contact with parents after a student reaches five absences. All contact will be documented in Infinite Campus.  Method for Monitoring Effectiveness: Attendance reports will be provided to the School Leadership Team and PBIS Team monthly as well as Attendance Trend Data for school, grades, and individual students
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach, and Counselor)
Timeline for Implementation	Others : Daily & 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)?	School Governance Team; Family Connections
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## Action Step # 2

Action Step	-Inform parents of the District Attendance Protocol to ensure parents are aware of the policies and expectations. The District Attendance Protocol will be consolidated to a one-page information sheet for parents to review and sign during Open House. The complete District Attendance Protocol will be sent home in student information packets as well. New students will receive the Attendance Protocol in their student information packet from their homeroom teacher.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Method for Monitoring Implementation: Counselor and Attendance Clerk provided the Attendance Protocol and Consolidated Attendance Protocol for all students at Open House and in their Student Information Packet. New students will receive the Attendance Protocol in their student information packet from their homeroom teacher.  Monitoring for Effectiveness: Daily student attendance report; School Leadership Team and PBIS Team will review monthly school, grade level, and student attendance reports to determine effectiveness and trends.
Position/Role Responsible	Principal, Assistant Principal, Counselor, Attendance Clerk
Timeline for Implementation	Others : Daily & Monthly

## Action Step # 2

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)?	School Governance Team & Family Connections
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## Action Step # 3

Action Step	Attendance Data will be added to each student's Conference Form and discussed with parents during Parent Conferences held in October and March. The System Social Worker and the School Counselor will attend conferences for students with attendance concerns. Baseline attendance data from the previous school year will be provided to parents at their child's Parent/Teacher Conferences.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Method for Monitoring: Conference Forms provided by Instructional Coach; Conference Logs completed by teachers  Method for Monitoring Effectiveness: Attendance data will be tracked and monitored daily, monthly, and yearly to determine if providing the attendance data at conferences was effective by the School Leadership Team, the PBIS Team, and the Administration Team.
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Counselor, Attendance Clerk
Timeline for Implementation	Others : bi-annual

## Action Step # 3

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)?	School Governance Team & Family Connections
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## Action Step # 4

Action Step	The Counselor will hold Parent Information Sessions regarding attendance at a minimum of two times a year.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Method for Monitoring Implementation: Parent Attendance Information Sessions will be scheduled at a minimum of two times a year by the Counselor and School Administration Team.  Method for Monitoring Effectiveness: Attendance data will be tracked and monitored daily, monthly, and yearly to determine if the parent information sessions were effective in approving student attendance in the months following the presentations.
Position/Role Responsible	Principal, Assistant Principal, Counselor, Attendance Clerk
Timeline for Implementation	Others : Bi-annual

Action Step # 4

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)?	School Governance Team, Family Connections
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	By the end of the 2021-2022 school year, JCPS will increase the percentage of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 66% to 68% on the Spring MAP 2022 Assessment.
Root Cause # 1	Root Cause Analysis for Reading (Problem: JCPS only had 66% of students scoring at average, high average, and high categories on MAP Reading Assessment. (Goal: We need 68% by Spring FY22)
Goal	By the end of the 2021-2022 school year, JCPS will increase the percentage of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 66% to 68% on the Spring MAP 2022 Assessment.

#### Action Step # 1

Action Step	The implementation of school-wide non-negotiable instructional practices as well as the implementation of the Georgia Performance Standards will be monitored through walk-throughs, lesson plans, and TKES evaluations. The non-negotiables include differentiation using the MAP Learning Continuum, Reading Horizons phonics instruction, Writing instruction (WriteScore and Writer's Workshop), Growing Readers, and iReady Reading.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Method of Monitoring Implementation- TKES Evaluations, Lesson Plan Checks (non-negotiables), and Walk-throughs by the Administrative Team  Method for Monitoring the Effectiveness- MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Reading Data (on-going), Reading



## Action Step # 1

Method for Monitoring Implementation and Effectiveness	Horizons Data (on-going), Common Unit Assessments (monitored during PLCs/Data Teams), Rigby Assessments (Beginning, Middle, and End of the Year), WriteScore Data
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach)
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)?	Community Reading Volunteers, School Governance Team, Early Childhood Education Pathway Students
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## Action Step # 2

Action Step	<p>Implementing explicit sight word instruction at school and providing strategies for sight word practice at home.</p> <p>Reading Horizons Most Common Word lessons and the Georgia Standards of Excellence will be taught and monitored with fidelity in all grade levels as part of sight word instruction. The Instructional Coach will provide continued professional learning on instructional practices including the implementation of manipulatives and the Georgia Standards of Excellence during Professional Learning Communities. Activities for sight word practice will be provided for parents during Parent/Teacher Conferences in October and March in addition to at least two additional Family Engagement Nights throughout the school year.</p>
Funding Sources	Title I, Part A Title V, Part B
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>
Systems	<p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>

## Action Step # 2

Method for Monitoring Implementation and Effectiveness	<p>Method of Monitoring Implementation- TKES Evaluations, Lesson Plan Checks including components for Reading Horizons Most Common Words Lessons, and Walk-throughs by the Administrative Team, At home sight word activities provided four times a year (two Parent/Teacher Conferences and two Family Engagement Nights)</p> <p>Method for Monitoring the Effectiveness- MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Reading Data, Reading Horizons Assessment Data, Rigby Assessment Data (Beginning, Middle, and End of the Year data)</p>
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, and Instructional Coach)
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)?	Community Reading Volunteers, School Governance Team
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## 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	By the end of the 2021-2022 school year, JCPS will increase the percentage of students scoring high average and high in Math on the MAP Assessment will increase from 40% to 43% on the Spring MAP 2022 Assessment.
Root Cause # 1	Root Cause Analysis for Math (Problem: JCPS will maintain (or increase) 51% of students in the high average and high categories. (Goal: We need 51% by Spring FY22)
Goal	By the end of the 2021-2022 school year, JCPS will increase the percentage of students scoring high average and high in Math on the MAP Assessment will increase from 40% to 43% on the Spring MAP 2022 Assessment.

## Action Step # 1

Action Step	The implementation of school-wide non-negotiable instructional practices as well as the implementation of the Georgia Standards of Excellence will be monitored with fidelity through walk-throughs, lesson plans, and TKES evaluations. The Instructional Coach will continue to provide professional learning on the Georgia Standards of Excellence and the use of manipulatives to support math instruction during Professional Learning Communities. The non-negotiables include differentiation using the MAP Learning Continuum, Georgia Frameworks Tasks, Math Journaling (min. 2 times weekly), Number Talks, and implementation of Ready Math Curriculum.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Method of Monitoring Implementation- TKES Evaluations, Lesson Plan Checks including all components of the non-negotiables for mathematics, and Walk-throughs by the Administrative Team, iReady (Math) usage  Method for Monitoring the Effectiveness- MAP Achievement Data (Winter and Spring), MAP Growth Data (Winter and Spring), iReady Math Data (on-going), Dreambox (on-going), Common Unit Assessments (monitored during PLCs/Data Teams), iReady

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Math Usage
Position/Role Responsible	Administrative Team (Principal, Assistant Principal, Instructional Coach)
Timeline for Implementation	Others :

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)?	School Governance Team
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Serving Children, PQ

##### Required Questions

<p><b>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.</b></p>	<p>The School Leadership Team during the summer before the FY22 school year began. The school team consist of general education teachers, PEC teachers, EIP teachers, school administration, paraprofessional, the Arts teachers, Media Specialist, and the school counselor. The team reviewed current and trend data for attendance, academics, sub populations, and behavior. They completed a the CLIP ratings, determined areas of need for attendance, literacy, and mathematics through root causes analysis activities. Probable causes were determined and action steps were planned to address these areas of need during the FY22 school year. This leadership team will continue to meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals. Our school plan has direct alignment with our district comprehensive needs assessment district report. The School Governance Team consist of majority parents, community members, teachers, and administration. The team meets monthly and the Principal will highlight the survey results, shares areas of strength and concerns, and receive feedback on probable causes and potential action steps. Data is presented with attendance, academics to support all probable causes and actions steps. This team will also meet monthly to review, monitor, and evaluation the progress towards achieving our school improvement goals.</p>
<p><b>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.</b></p>	<p>The school provides the following for all students including minority children...</p> <ol style="list-style-type: none"> <li>1- Providing mental health services to at risk students and families at JCPS. JCPS Counselor provides resources for outside agencies and the School Counselor has a close working relationship with the outside agencies. Example- Transformation Therapy.</li> <li>2- PLC process in place at JCPS to analyze data, identify, and address achievement gaps with various sub groups.</li> <li>3- Small group reading and math instruction daily (45- minutes each), MAP data is used to flexibly group students and provide targeted interventions. Other data sources are used as well including MAP Fluency, Rigby, GA Numeracy</li> <li>4- Reading Horizons Phonics Instruction &amp; Growing Readers Strategies- Improvement with decoding strategies as well as comprehension has improved with the implementation of Reading Horizons and Growing Readers.</li> <li>5- Early Intervention Program- Evaluation of all students using two Universal Screeners and EIP checklist to determine students who need additional academic support through the Early Intervention Program</li> <li>6- The MTSS process is followed using the state guidance as well as the district MTSS manual. Tier 2 and Tier 3 students are monitored closely through progress monitoring with the implementation of researched based instructional strategies</li> <li>7- 1-to-1 technology for all students at JCPS</li> <li>8- Access to highly qualified teachers that are evaluated through the TKES process.</li> </ol>

<p>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).</p>	<p>MTSS Process is followed to ensure students are served through targeted interventions and progress monitoring when needed.</p> <p>Parent conferences are held at a minimum of two times a year to review promotion requirements and progress throughout the year on each of the requirements. The teacher shares instructional strategies of how the parent can assist with their child's learning at home to work towards standard mastery.</p> <ul style="list-style-type: none"> <li>● ELA (2 hrs. 30 minutes)</li> <li>● Small groups (45- minutes) - DI</li> <li>● Whole Group Reading/Grammar (30- minutes)</li> <li>● Writer's Workshop/Grammar (30 minutes)</li> <li>● Reading Horizons (30 minutes)</li> <li>● Growing Readers (15 minutes)</li> <li>● EIP Software-- Reading Horizons &amp; iReady Reading&amp;hellip; two twenty minute rotations of each in EIP</li> <li>● EIP Services for students identified through universal screener and EIP checklist</li> <li>● Math (1 hr. 30 minutes)</li> <li>● Small groups (45- minutes)- DI</li> <li>● Whole Group Math (30 minutes)</li> <li>● Frameworks Units</li> <li>● Number Talks (5-10 minutes)</li> <li>● Math Journaling- constructed responses (two times a week)</li> <li>● EIP Software-- Math (iReady Math until Dreambox is setup)</li> <li>● EIP Services for students identified through universal screener and EIP checklist</li> </ul>

	<ul style="list-style-type: none"> <li>• STEM/Social Student (30 minutes)</li> <li>• Implementation of Grade Level STEM integrated units including pre/post assessments</li> <li>• Common lesson plans and unit assessments implemented for Social Studies</li> <li>• Documentation in lesson plans</li> </ul>
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<p>4 If applicable, provide a description of how teachers, in constation 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 mtiple (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.</p>	<p>MAP and MAP Fluency (Universal Screener- Given three times a year to identify most academically at risk students), EIP Checklists (Completed by teachers to ensure students who qualify for additional early intervention supports receive the appropriate support in reading and math)</p> <p>Behavior data is also monitored through the MTSS Process as well as the DESSA Universal Screener will be given three times a year</p> <p>Additional Assessments used to triangulated data to ensure all students are appropriately identified for additional support --</p>	
	MAP	Screener; Growth; Individualized instruction; Used for grouping students
	MAP Fluency	FCRR Interventions, Fluency Data, ORF data; Screener
	WriteScore	Writing A-Z, Lessons, Prepare for Milestones
	Pre/Post Assessments/GKIDS (KK)	Standards mastery; remediation reassessment
	GA Numeracy Comprehensive Assessment	MTSS (Tier 3)
	GLOSS	MTSS (Tier 2 & Tier 3)
	IKAN ! and/or IKAN II	MTSS (Tier 2 & Tier 3)
	Reading Horizons (Spelling & Word Recognition)	Kindergarten (Only in the Spring)
	Reading Horizons (Most Common Words)	Kindergarten (MOY, EOY); 1st & 2nd (BOY&hellip; discuss for MOY & EOY)
	Rigby	Independent Reading Level (3 times a year); Growing Readers
	DESSA	Behavior; Universal Screener 3 times a year
	Music Quaver	Pre/Post (1st & 2nd grade only)
	Weekly Assessments	2nd grade; standards mastery; flexible grouping of students
	Sight Word Assessments (weekly)	mastery of sight words
	Fluency Checks (once a quarter)	1st & 2nd grade

	Fact Fluency	Extra Math (Free); Fluency check; Once a quarter
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

##### Required Questions

<p>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.</p>	<p>Kindercamp- Students enrolled in Kindergarten have the opportunity to attend Kindercamp prior to the start of Kindergarten. During camp, teachers prepare students for a typical day of Kindergarten. Also, a parent information session is held to review daily expectations for Kindergarten students and GKIDS.</p> <p>Early Entry to KK- Through our Charter System Status, JCPS offers early admission to underage Kindergarten students who meet the requirements for attending Kindergarten prior to reaching the required age. The students are required to perform at the 90th percentile on a national normed reference assessment for both reading and math.</p> <p>PreK students meet with Kindergarten teachers prior to the end of the their PreK year to become familiar with the teachers as well as the Kindergarten classroom setting.</p> <p>PreK students are invited to attend the Summer Bridge PreK program as a continuation of PreK before beginning their Kindergarten year.</p>
<p>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.</p>	<p>JCPS is a Kindergarten through Second grade school. Second grade students due transition to Washington Park Elementary for 3rd grade. As early as April, counselors from both school collaborate and arrange a Third Grade Orientation Day. Our second graders visit 3rd grade with their 2nd grade teachers, meet the WP Principal, 3rd grade teachers, and spend time in 3rd grade classrooms. The WP Media Specialist also coordinates a Summer Reading Program with upcoming 3rd graders to familiarize them with the 3rd grade reading.</p>
<p>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.</p>	<p>JCPS is a PBIS School. <i>Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.</i></p> <p><i>PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced</i></p>

	<p><i>exclusionary discipline practices, and school personnel feel more effective.</i></p> <p>All staff members are provided with a JCPS PBIS Handbook which includes daily lesson plans over the school wide expectations. There is a systematic process in place for handling discipline concerns including proactive steps for addressing the behaviors. Teachers are provided a flowchart showing Major vs. Minor Behaviors as well as a common discipline referral form.</p>
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## ADDITIONAL RESPONSES

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