



School Improvement Plan 2020 - 2021



**Laurens County
East Laurens Primary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Laurens County
School Name	East Laurens Primary School
Team Lead	Janelle Butler

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 type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Student Achievement: Improve number of students reading on or above grade level.
Root Cause # 1	ELP has a high poverty rate (100%CEP)
Root Cause # 2	Students lack stamina when reading text and applying reading strategies.
Root Cause # 3	Need for explicit phonics instruction that spans across grade levels in a systematic manner.
Goal	For FY21, 80% of the student population will be reading on or above grade level according to the Reading Inventory grade level proficiency ranges by May 2021.

Action Step # 1

Action Step	Foundational Skills Instruction: Teach students to decode words, analyze word parts, and write and recognize words. Research: https://ies.ed.gov/ncee/wwc/PracticeGuide/21 https://www.collaborativeclassroom.org/blog/teach-students-to-decode-words-analyze-word-parts-and-write-and-recognize-words-sipps-and-ieswww-instruction-part-1/ Evidence: Strong
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	lesson plan documentation, classroom observation, student assessment documentation, DIBELS and Foundational Reading Assessment/Reading Inventory data, grade level team data and PLC meetings
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

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	Foundational Skills Instruction: Develop phonemic awareness of the segments of sounds in speech and how they relate to letters. Research: https://ies.ed.gov/ncee/wwc/PracticeGuide/21 Evidence: Strong
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	Lesson plan documentation, classroom observation, student assessment documentation, DIBELS and Foundational Reading Assessment/Reading Inventory data, grade level team data and PLC meetings
Position/Role Responsible	Teacher
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

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	Improving Reading Comprehension: Teach students how to use reading comprehension strategies. Research: https://ies.ed.gov/ncee/wwc/PracticeGuide/14 Evidence: Strong
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	lesson plan documentation, classroom observation, student assessment documentation, DIBELS and Foundational Reading Assessment/Reading Inventory data, grade level team data and PLC meetings
Position/Role Responsible	Teachers
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

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Achievement: Improve student understanding of mathematical skills and concepts.
Root Cause # 1	Students lack understanding of number sense.
Root Cause # 2	Students lack addition and subtraction math fact fluency.
Goal	For FY21, 80% of the student population will have a Quantile score within or above grade level proficiency ranges by May 2021.

Action Step # 1

Action Step	Math Facts: Devote an average of 10 minutes daily to building fluent retrieval of basic arithmetic facts. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf Evidence: Moderate
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	lesson plan documentation, classroom observation, student assessment data,
Position/Role Responsible	Teacher
Timeline for Implementation	Weekly

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	Teach number and operations using a developmental progression. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_empg_summary_020714.pdf Evidence: Strong
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	lesson plan documentation, classroom observation, student assessment data, Into Math Growth Measure (Quantile)
Position/Role Responsible	Teacher
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	Students will work with visual representations (manipulatives) of mathematical ideas within purposeful instruction. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf Evidence: Moderate
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	lesson plan documentation, classroom observation
Position/Role Responsible	Teacher
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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