

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Fernbank Elementary School	School Number: 190
School Address	157 Heaton Park Drive, Atlanta, GA 30307	
Principal	Aaronlyn Wright	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	8-May-23	
Date of Last Review/Update	5/16/2023	
Principal Signature	_____	(Signature On File)
Director of Title I Signature	_____	(Signature On File)

School Vision and Mission Statement
Vision Statement
Our vision for Fernbank Elementary School is to nurture and support our community of learners in becoming global-minded, action-oriented, academically excellent citizens.
Mission Statement
Educating tomorrow's adults to be responsible for their learning, their actions, and their world.

District Strategic Plan Goal Alignment
Goal Area I: Student Success with Equity and Access
Goal Area II: Stakeholder Engagement and Communication
Goal Area III: Staff Effectiveness
Goal Area IV: Culture and Climate
Goal Area V: Organizational Excellence
Goal Area VI: Facilities

School Improvement Team Membership	Name
Principal	Aaronlyn Wright
Parent Representative	Steve Langdon, PAC Chair
Counselor	Evelyn Ellington
Assistant Principal	Simone Willingham
Assistant Principal	Denisha Solomon
Teacher/Leader Representative	Christina Heda
Special Ed Representative	Sarah McEachron
ESOL Representative	LaShia Brooks
General Ed Representative	Rebecca Vaughan
Classified Staff Member	Amanda Hickey

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (demographics, student learning, process, perception).

The data used to identify valid needs for improvement include the following:

- Georgia Milestones EOG Assessment- ELA and Math (Grades 3-5), Science (5th grade)– Overall Percentage of Beginning, Developing, Proficient, and Distinguished Learners; Percent of students below, within, or above the required ELA Lexile Stretch Band
- MAP Results (2023) (Percentage of students meeting growth targets, and overall percentage of students in each band)

2. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths? Provide a narrative, identifying trends over the past three year, and tell your school's story (no charts and graphs).

Fernbank Elementary School proudly serves 770 students in grades Pre-K – 5. Our student population and demographics for the 2022-2023 school year consists of the following subgroups: 24% Black, 6.2% Hispanic, 45.1% White, 18.2% Asian/Pacific Islander, 5.6% Multi-racial, 33.5%, 0.9% American Indian/Alaska Native, 10.6% English Learners (EL), 8.3% Students with Disabilities (SWD), and 20.1% Economically Disadvantaged (ED) students.

Fernbank Elementary School has made notable progress in student growth and achievement in ELA, Math, and Science as indicated by the College and Career Ready Performance Index. Specifically, Fernbank's College and Career Ready Performance Index (CCRPI) accountability score increased by 16.6 points from 69.5 in 2018 to 86.1 in 2019. Fernbank Elementary School's 2022 Overall CCRPI Content Mastery Score is 84.6, with the following Content Mastery Scores by Content Area: ELA (89.17), Math (82.20), Science (77.41). The validity and reliability have already been determined for MAP and Georgia Milestones assessments.

In 2019, there were significant increases in the weighted percentage of developing, proficient, and distinguished learners on the Georgia Milestones Assessments in ELA, Math, and Science. ELA increased by 6.36% from 74.10% (2018) to 80.46% (2019); Math increased by 7.52% from 66.46% (2018) to 73.98% (2019); Science increased slightly by 0.13% from 71.49% (2018) to 71.62% (2019).

Due to the Covid-19 pandemic, a significantly reduced number of students participated in the Georgia Milestones Assessment. Face-to-face instruction resumed for the 2021-2022 school year during the COVID-19 pandemic, and 100% of eligible 3rd, 4th, and 5th grade students participated in the Spring 2022 Georgia Milestones EOG assessment. In 2022, ELA and Math were the areas of highest student achievement on the Georgia Milestones. The weighted percentage of students scoring as developing, proficient, and distinguished learners on the Spring 2022 Georgia Milestones EOG are as follows: ELA (89.17%), Math (82.20%), and Science (77.41%). Preliminary 2023 Georgia Milestones data project an increase in the weighted percentage of students scoring as developing, proficient, and distinguished learners in Math from 82.20% (2022) to 89.7%(2023) and Science from 77.41% (2022) to 83% (2023), and consistent high 80 percentages in ELA of 86% for 2022 and 2023. Detailed 2023 Georgia Milestones data will be unpacked at a later time when certified by the state of Georgia.

An analysis of the MAP scores show an increase in the achievement percentile ranges for all grade levels on grade level or above, from fall to winter. This is consistent with the trend of growth in

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

3. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement? Based on the analysis, provide a narrative that describes the trend data as the rationale for identification of the gaps or opportunities for improvement (no charts or graphs).

While Fernbank Elementary School has shown significant growth in the areas of ELA, Math and Science, analysis of trend data from 2019 – 2023 on the Georgia Milestones (2019, 2021, 2022,2023), and MAP assessments indicate opportunities for growth. Specific areas of improvement are discussed by data source.

Georgia

Milestones EOG Assessment (2018-2023)

Georgia Milestones EOG trend data (2019-2023) shows that fewer than 70% of students scored as Proficient or Distinguished Learners in ELA, Math, and Science. The percentage of students scoring as Proficient or Distinguished learners on the 2019, 2022, and 2023 Georgia Milestones EOG are as follows: ELA [52.35% (2019), 63.2% (2022), 65.5% (2023)]; Math [51.52% (2019), 56.38% (2022), 66.2% (2023)]; and Science [48.31% (2019), 51.85% (2022), 70.5% (2023)].

4. What data are missing, and how will you go about collecting this information for future use?

All Spring 2020 assessments were suspended due to the COVID-19 pandemic. As a result, we are missing end of the year data for MAP and the Georgia Milestones Assessment. Similarly, Spring 2021 assessments were not mandatory for virtual learners due to the COVID-19 pandemic, therefore we are also missing 2021 mid-year and end of the year data for MAP and the Georgia Milestones EOG Assessment.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

From the data analysis, what are the school's priority areas?

Priority Area 1:

Literacy

Priority Area 2:

Mathematics

Priority Area 3:

Priority Area 4:

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Literacy
<p>*SMART Goal with Performance Measures</p> <p>* <u>S</u>tudent-Focused, <u>M</u>onitored, <u>A</u>ligned/Actionable, <u>R</u>esults-Oriented, <u>T</u>ime bound</p>	By the end of the 2023-2024 school year, Fernbank Elementary School will: 1) Increase the number of 3rd-5th Grade students scoring in the developing or higher range in English/Language Arts on the Georgia Milestones End of Grade Assessment by 3% (81% to 84%) 2) Decrease the number of students in grades K-5 scoring in the lowest quartile on the NWEA MAP Assessment by 3 percentage points (19% to 16%)
DCSD Strategic Plan Goal	Goal Area I: Student Success with Equity and Access

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

<i>Balanced Literacy</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) All teachers will fully implement the DCSD Curriculum for all content areas during the daily instructional block with the goal of providing students with access to grade level curricular.	Teachers		\$0.00
2) All K-5 teachers will apply the Reader's Workshop and Writer's Workshop as their Tier I ELA framework for a minimum of 120 minutes daily. (Training Refresher needed for effective implementation.)	Teachers		\$0.00
3) All K-5 teachers will teach every component, every day of Interactive Read Aloud, Shared Reading, Independent Reading, Word Study, Writing Mini-Lesson, Independent Writing, Teacher/Student Conferring, and Writing Share Time to increase/improve student comprehension in all content areas and apply an interdisciplinary approach during daily instruction.	Teachers & Students		\$0.00
4) Students will participate in inquiry based centers during instructional time to allow them access to the five pillars of the science of reading (phonemic awareness, phonics, vocabulary, comprehension and fluency).	Teachers & Students		\$0.00
5) Students will utilize MobyMax, an instructional computer software that supports literacy, mathematics, science, and social studies during instructional time and/or accessed at home.	AP/Teachers		\$0.00
6) Leadership team will monitor teaching and learning through observations, focus walks, PLC meetings, and lesson plans on a weekly basis to increase student achievement and to provide targeted teacher support.	Admin		\$0.00
7) Leadership team will monitor teaching and learning through observations, focus walks, PLC meetings, and lesson plans on a weekly basis to increase student achievement and to provide targeted teacher support.	Admin/Teachers/Students/counselors		\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

8) K-5 Teachers will disaggregate student assesment data 3 times a year to determine eligibility for MTSS interventions and to provide small group targeted teaching.	Teachers/MTSS Specialist		\$0.00
9) All students will have access to leveled books matched to their Lexile Reading Levels and interests to increase students' on-grade reading level.	Teachers/Media Specialists		\$0.00
10) All teachers will utilize Extended Learning Time (ELT) to identify students who are struggling readers and provide targeted interventions to close learning gaps. Leveled Literacy Interventions (LLI) will be used to address reading deficits during EIP sessions.	Teachers		\$0.00
11) All staff members will utilize Fernbucks and positive reinforcements during all content areas to motivate students to exhibit SEL traits identified as IB PYP Learner Profile traits.	Staff		\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Teachers will receive professional learning in the area of Balanced Literacy, planning/implementing DCSD framework with fidelity and using data to drive instruction during weekly PLC meetings and grade level collaborative planning.	Admin/Teachers		\$0.00
13) Teachers will participate in monthly Data Talk meetings to focus on how to drive and effectively differentiate instruction that is tailored to meet the needs of individual students based on multiple measures of data.	Teachers		\$0.00
14) Provide necessary professional learning (training) and direct modeling to support teachers on the Balanced Literacy framework as needed for new teachers and/or veteran teachers with an tentative schedule of an introduction in August, a refresher in <u>December</u> , and a reflection in <u>May</u> .	Admin		\$0.00
15) PLC meetings will focus on how to effectively differentiate instruction using student data to tailor literacy instruction with small groups during collaborative planning time once a month.	Admin/Teachers		\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Parent will receive an overview of the Balanced Literacy framework during Fernbank 101 (Curriculum Night) that will be the instructional literacy focus in all classrooms at Fernbank ES with the goal of engaging parents in students' educational process.	Admin/STAFF		\$0.00
18) Fernbank 101 (Curriculum Night) event is for parents to meet their child's teacher in the classroom to discuss curriculum and expectations for the year. Also parents will have the opportunity to learn about Fernbank ES.	Admin/STAFF		\$0.00
19) Parents will receive weekly communication through Thursday Courier of student's performance tasks and assignments completed during the instructional week to engage and keep parents abreast to concepts/skills taught within classroom.	Admin/STAFF		\$0.00
20) Parents will be notified and encouraged to participate in the MTSS process with the goal of collaboration between home and school to close achievement, social emotional, and/or behavioral gaps for students.	Teacher/MTSS Specialist		\$0.00
21) Parents and students will participate in school-wide reward incentives that encourage appropriate behaviors that align with SEL strategies identified as IB PYP Learner Profile traits. Incentives include Film at the Fern, Fern Bucks, classroom incentives, Honors Day rewards, etc.	Parents/Students		\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

IMPROVEMENT STRATEGY #2

<i>PYP International Baccalaureate (IB) framework</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) In addition to the DCSD curriculum, the IB Primary Years Programme (PYP) will be implemented daily in all classroom through the integration of transdisciplinary themes of global significance. Students will be expected to explore and use knowledge and skills derived from the six subject areas with a powerful emphasis on inquiry-based learning.	Admin/IB Coordinator		\$0.00
2) K-5 teachers will create units that meet the needs of at least one of the PYP criterion. Teachers will work collaboratively to create an interdisciplinary unit that challenges students to incorporate their global competencies.	Students/Teachers		\$0.00
3) K-5 teachers will work collaboratively with IB Coordinator to develop criterion-based rubrics for performance assessment and to communicate the IB learner expectations to all students.	Teachers/ IB Coordinator		\$0.00
4) K-5 Teachers will conduct morning meetings to address Conscious Discipline practices and the IB philosophy to reinforce social-emotional learning for all students. (Training refresher needed.)	Teachers		\$0.00
5) Students will identify with the IB learner profile and attitudes monthly attributes that align with the IB philosophy and support good character traits daily.	Students/Teachers/Staff		\$0.00
6) Counselors will conduct small group sessions and whole class guidance to address academics, behavioral, and social-emotional topics. Guidance for all students will occur monthly and small sessions will occur on an as-needed basis with parent permission.	Counselors		\$0.00
7) Teachers who are new to Fernbank will receive IB training and additional support through PLCs throughout the school year.	Admin/IB Coordinator		\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Staff will be provided a yearlong professional development calendar at the beginning of the school year that will support all instruction through an IB lens.	IB Coordinator		\$0.00
13) IB Coordinator and Administrator will attend annual IB training, as required, to ensure IB PYP Learner Profile and philosophy are integrated into all content areas and is a pervasive practice at Fernbank ES.	IB Coordinator/AP		\$0.00
14) During the IB planning meetings, teams will ensure planners align to the current DCSD pacing of units.	IB Coordinator		\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

15)			\$0.00
16)			\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Parents will participate in events such as International Night and STEAMtopia that will provide transdisciplinary activities that align to all IB Learner Profiles	Parents/Teachers/Staff		\$0.00
18) Parents will attend the International Baccalaureate Exhibition in the Spring presented by the 5th grade students as their culminating collaborative project to provide critical feedback on the IB project and implementation of the IB project.	Teachers/ Students		\$0.00
19) During district-wide remote learning days, parents will assist students in carrying out IB transdisciplinary activities that align to the IB Learner Profile.	Parents/Teachers/Staff		\$0.00
			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #3			
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

11)			\$0.00
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PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Review and Reflect: *Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)

During PLCs and grade level collaborative planning Administration and Instructional Staff will conduct analysis of assessments administered throughout the school year such as MAP, post unit assessment (Illuminate), the Georgia Milestones, and ACCESS to determine if SMART Goals are being met.

What data will be used to determine whether the improvement strategies were deployed with fidelity?

The Administrative Team will use focus walk and observation data (TKES) in conjunction with assessment data that will be discussed during Data Talk meetings and grade level collaborative planning. Administration and Instructional staff will analyze the academics trends, strengths and areas of growth to help drive instruction.

What does the data/evidence show regarding the results of the implemented strategies?

Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?

Based on Fall MAP data for the 2022-2023 school year 87.61% of students are performing in the developing or higher on the Projected Proficiency data report. This is our baseline MAP data to monitor for the SY. The above strategies should continue with an increased focus on small group instruction and standards-based teaching and learning.

Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?

Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 2	Mathematics
*SMART Goal with Performance Measures * S tudent-Focused, M onitored, A ligned/Actionable, R esults-Oriented, T ime bound	By the end of the 2023-24 school year, Fernbank Elementary School will improve student mastery of academically rigorous learning standards in Math by: 1) Increasing the number of students in 3rd-5th grade achieving Developing or higher on the Mathematics Georgia Milestones EOG assessment by 3% (baseline data 89.7% to the new target of 92.7%). 2) Decrease the number of students in grades K-5 scoring in the lowest quartile on the NWEA MAP Assessment by 3 percentile points (21% to 18%)
DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Balanced Numeracy

FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard

Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) All teachers will fully implement the CAAG provided by DCSD for all content areas throughout the school year	Teachers		\$0.00
2) K-5 teachers will understand and apply the framework of Guided Math and the implementation of high quality instruction that includes rigor and relevance that aligns with the 8 Standards of Mathematical Practices in all classrooms throughout the school year.	Admin/Teacher Leaders		\$0.00
3) Teachers will implement Guided Math groups which will include warm-up, whole class instruction, small groups, individualized conferences, ongoing systems of assessments, and a classroom environment conducive of numeracy during daily math instruction.	Teachers		\$0.00
4) Teachers will use appropriate differentiated strategies to promote and foster a classroom culture of numeracy within their small group during daily math instruction to support different learning styles.	Teachers		\$0.00
5) Students will utilize Mobymax an instructional computer software that supports literacy, mathematics, science, and social studies during instructional time and/or accessed at home.	Admin/Teachers		\$0.00
6) PreK-5th grade students and teachers will participate in transition activities (i.e. Kindergarten Roundup, Rising 6th Grade Tour of DHMS & etc.) throughout the year to prepare for the next grade level.	AP		\$0.00
7) Leadership team will monitor through observations, collaborative PLC meetings, lesson plans, provide coaching as needed, and the analysis of MAP, EOG, and Benchmark data on a weekly basis.	Admin/Teachers/Students		\$0.00
8) Students will engage in Number Talks during math instruction (a minimum of 3 times per week) to support rich mathematical conversations and enhance knowledge of mental computation.	Teachers/Students		\$0.00
9) Students will begin to build conceptual understanding of specific math concepts through the use of CRA framework, which encompasses visual modeling and representation during their daily math instruction.	Teachers/Students		\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

10) Teachers will utilize one station in their guided math groups as a "hands-on" station with the use of various manipulatives to support the standard of being taught or as a spiral review during daily math instruction.	Teachers/Students		\$0.00
11)			\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Teachers will receive professional development learning in the area of Guided Math, planning/implementing DCSD framework (including the new GSE standards) with fidelity and using data to drive instruction during weekly PLC meetings and grade level collaborative planning.	Teachers		\$0.00
13) Teachers will participate in monthly Data Talk meetings will occur, to focus on how to drive instruction and effectively differentiate to tailor and meet the needs of individual students based on multiple measures of data.	Teachers		\$0.00
14) Provide necessary professional learning (training) and direct modeling to support teachers on the Guided Math framework as needed for new teachers and veteran teachers with an tentative schedule of an introduction in August, a refresher in December, and a reflection in May.	Admin/Teachers		\$0.00
15) K-5 teachers will receive professional learning on Number Talks during weekly PLC meetings and grade level collaborative planning.	Teachers		\$0.00
16) K-5 teachers will receive professional learning on Concrete-Representational-Abstract sequence of instruction during weekly PLC meetings and grade level collaborative planning.	Admin/Teachers		\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Parents will receive an overview of the Balanced Numeracy framework during Fernbank 101 (Curriculum Night) that will be the instructional mathematical focus in all classrooms at Fernbank ES.	AP/STAFF		\$0.00
18) Fernbank 101 (Curriculum Night) event is for parents to meet their child's teacher in the classroom to discuss curriculum and expectations for the year. Also parents will have the opportunity to learn more about Fernbnak ES.	AP/STAFF		\$0.00
19) Parents will receive weekly communication through Thursday Courier of student's performance task and assignments completed during the instructional week as well as a weekly newsletter to abreast parents to concepts/skills taught within classroom by homerooms.	Admin/Teacher		\$0.00
20) Parents will learn more about the new math standards during Fernbank 101 and Parent Academies.	Teachers		\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
CRA			\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

IMPROVEMENT STRATEGY #3

		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard	
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
<p>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</p>			
<p>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>During PLCs and the grade level collaborative planning Administration and Instructional Staff will conduct analysis of assessments administered throughout the school year such as MAP, post unit assessment (Illuninate), the Georgia Milestones, and ACCESS to determine if SMART Goals are being met.</p>			
<p>What data will be used to determine whether the improvement strategies were deployed with fidelity?</p> <p>The Administration Team will use focus walk and observation data (TKES) in conjunction with assessment data that will be discussed during Data Talk meetings and grade level collaborative planning. Administration and Instructional Staff will analyze the academic trends, strengths and areas growth to help drive instruction.</p>			
<p>What does the data/evidence show regarding the results of the implemented strategies?</p> <p><i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i></p> <p>Based on Spring MAP Math data for the 2022-2023 school year, 88% of our students are performing at developing or higher on the Project Proficiency data report. This our baseline MAP data to monitor for the SY.</p>			
<p><i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i></p>			
<p><i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i></p>			