



# School Improvement Plan 2023 - 2024



Rockdale County  
Lorraine Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Rockdale County
School Name	Lorraine Elementary School
Team Lead	Kim Vier
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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	Implementing an effective and strategic instructional program that closes students' academic gaps
Root Cause # 1	Balancing assessments and implementing new resources and technology; Determining the best resources and strategies for the most benefit; Preparation for rigorous instruction (need for more research and planning time)
Goal	Increase the number of students performing at Levels 3 and 4 on StarReading and StarMath Assessments by 5% from August 2023 to May 2023

Action Step # 1

Action Step	Implementation of student-driven data folders to set goals and monitor progress towards those goals on GL identified skills and standards
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	creating and regular use of student data folders
Method for Monitoring Effectiveness	increase awareness of standard expectations and progress towards reaching those goals
Position/Role Responsible	classroom teachers; PLC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Salary/benefits for class size reduction teacher and/or paraprofessionals
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	staffing roster, master schedule, lesson plans
Method for Monitoring Effectiveness	increase in student achievement based on targets instruction
Position/Role Responsible	classroom teachers; PLC
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	SEL Classes for the first two weeks will focus on goal setting and self-assessment for achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	lesson plans;
Method for Monitoring Effectiveness	goal setting and progress monitoring
Position/Role Responsible	SEL instructor; Classroom 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 # 4

Action Step	Use of Title 1 funds to purchase supplementary web-based subscriptions aligned to standards in reading, ELA, math, science and social studies, EX: IXL, Education Galaxy, Accelerated Reader, Nearpod, Flowcabulary
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	data usage reports; lesson plans
Method for Monitoring Effectiveness	student growth and achievement reports
Position/Role Responsible	classroom teacher; PLC
Timeline for Implementation	Weekly

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)?	
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Action Step # 5

Action Step	Students will use the feedback provided and their data binder/folder to discuss progress with their parents during PT conferences.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	conference participation/agenda; PLC
Method for Monitoring Effectiveness	increase in achievement and growth as compared to goals
Position/Role Responsible	classroom teacher; student; parent
Timeline for Implementation	Quarterly

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 # 6

Action Step	Use of Title 1 funds to purchase supplementary standards-based student resources in reading, ELA, math, science and social studies, EX: Coach, Buckle Down to the Common Core State Standards, Summer Bridges
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Evidence of implementation in lesson plans and daily instruction.
Method for Monitoring Effectiveness	increase in achievement and growth as compared to goals
Position/Role Responsible	classroom teacher; student; PLC
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 # 7

Action Step	Use of Title 1 funds to provide summer learning sessions for rising 3rd, 4th and 5th students focused on bridging the gap between grade levels.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 7

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	student enrollment and participation; lesson plans
Method for Monitoring Effectiveness	work samples
Position/Role Responsible	Summer School Director; Summer School teachers
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)?	
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Action Step # 8

Action Step	Stipends during non-contract hours and Sub salaries for teacher release time during contract hours focusing on data analysis and planning evidence-based instructional strategies for students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Observations of Strategies/Observations of PLCs
Method for Monitoring Effectiveness	Achievement Levels on Star360 Assessments and Growth/Movement among Achievement Levels



Action Step # 8

Position/Role Responsible	Principal/Assistant Principal
Timeline for Implementation	Quarterly

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 # 9

Action Step	Members of the leadership team will conduct learning walks to collect data and plan professional learning on the effective practice of feedback based on learning targets
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Data Collection on Feedback; Professional Learning
Method for Monitoring Effectiveness	Increase student achievement on Star360 assessments
Position/Role Responsible	Leadership Team Members
Timeline for Implementation	Monthly

Action Step # 9

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 # 10

Action Step	Provide opportunities for teachers to observe other teachers with a vertical focus (grade level above and grade level below)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Data Collection on Feedback; Professional Learning
Method for Monitoring Effectiveness	Improved Staff Feedback on Yearly Survey
Position/Role Responsible	Principal/Assistant Principal
Timeline for Implementation	Others : Semesterly

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 # 11

Action Step	Stipends for teachers to participate in data analysis and needs assessment for school improvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agenda for Data Analysis and Intervention Strategy Planning
Method for Monitoring Effectiveness	Assessment Data; Attendance Data; Behavior Data; Student Growth Data
Position/Role Responsible	Administration/Teachers
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Family and Community Engagement: Clear and open communication; build capacity for engagement
Root Cause # 1	Hindrances to parents being able to participate; Lack of effective communication with parents about ways to be involved
Goal	From August 2023 to May 2023, we will engage parents monthly through volunteer opportunities, shared decision-making, innovative communication, and/or parent education.

Action Step # 1

Action Step	Provide Title 1 related printed materials and resources for families.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	event flyers; agendas; participation and surveys
Method for Monitoring Effectiveness	increased growth and achievement
Position/Role Responsible	Parent Liaison
Timeline for Implementation	Others : on-going

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	Providing Title I related materials to families in languages that are culturally appropriate.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	surveys; feedback; communication
Method for Monitoring Effectiveness	increased growth and achievement
Position/Role Responsible	Parent Liaison
Timeline for Implementation	Others : on-going

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	Create and promote 2 locations where parents and other stakeholders can view and review school and district Title 1 information.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement

Action Step # 3

Method for Monitoring Implementation	surveys; feedback;
Method for Monitoring Effectiveness	increase growth and achievement
Position/Role Responsible	Parent Liaison; School Administration; PBIS coach
Timeline for Implementation	Others : on-going

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Salary/benefits or supplement to fund a Parent Liaison
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Title 1 program activities; participation; sign in sheets
Method for Monitoring Effectiveness	increased student growth and achievement
Position/Role Responsible	Parent Liaison
Timeline for Implementation	Others : on-going

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)?

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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Supports and resources for a supportive learning environment
Root Cause # 1	Increase in student behavior incidences as compared to previous years; Lacking social emotional and mental health supports; Lack of intentional recognition for observed positive behavior choices
Goal	For 2023-2024 school year, we will maintain Operational Status for PBIS Implementation.

Action Step # 1

Action Step	Implementation of SEL lessons during daily classrooms meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	lesson plans; classroom observations
Method for Monitoring Effectiveness	Due to decrease in class disruptions and time out of school for consequences, students will have more time for instruction resulting in opportunities for increased growth and achievement.
Position/Role Responsible	PLC; classroom teachers; administration
Timeline for Implementation	Others : Daily

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	We will create a master schedule for implementation of PBIS professional development so that all staff know and understand LES expectations, how to teach them in the classroom, reinforce and monitor in all locations, and redirect if problems occur.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agendas; sign in sheets
Method for Monitoring Effectiveness	Due to decrease in class disruptions and time out of school for consequences, students will have more time for instruction resulting in opportunities for increased growth and achievement.
Position/Role Responsible	PBIS and SEL team
Timeline for Implementation	Others : on-going

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	All staff will model, teach, re-teach, prompt, and acknowledge the common language and expectations across the settings in the school.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	lesson plans; PLC; observations
Method for Monitoring Effectiveness	increased time on task
Position/Role Responsible	all staff
Timeline for Implementation	Others : on-going

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement PBIS Rewards program for recognition of students meeting matrix expectations
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Program Reports of Usage
Method for Monitoring Effectiveness	Student Growth and Achievement on Star360 Assessments; Behavior Referral Data
Position/Role Responsible	Principal/Assistant Principal/PBIS School Team/Teachers
Timeline for Implementation	Others : Daily

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)?

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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>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).</p>	<p>The school sought advice and feedback from various stakeholder groups through parent meetings like Title I and School Council, surveys, and Professional Learning Communities.</p>
<p>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.</p>	<p>All students are progress monitored at the Tier 1 level. Students that indicate the need for additional instructional support receive such from teachers that have a history of student growth and achievement. This is for all students, including those from low-income or minority groups.</p>
<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>Lorraine Elementary School is a school-wide Title 1 school and implements a program that reduces student-teacher ratio through the employment of additional staff members. Title 1 also supports various on-line program subscriptions that are available school-wide which permit remediation, enrichment and grade level standard instruction. Consistent and frequent data analysis assists in identifying instructional needs of students, and the collaborative work of grade level teams assist in the planning of intervention for students.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>n/a</p>

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>Lorraine Elementary School hosts a PreK class through Bright from the Start. Our students are able to participate in school-wide activities, helping to bridge that gap between pre k and kindergarten. In addition, Lorraine supports local centers by hosting tours, parent information sessions and resources for families with children of kindergarten age for the next school year.</p>
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<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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Lorraine Elementary School participates in RCPS sponsored activities that transition our students from elementary school to middle school each spring.</p>
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<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>Lorraine Elementary School implements the beliefs and practices of PBIS and SEL. Through our professional development with staff, those interacting with students on a regular basis have a variety of strategies to manage the classroom, redirect behaviors and provide interventions that minimize time out of class. Through on-going instruction, our students are taught how to identify, best manage and advocate for their feelings to support a positive outcome for all involved.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>Teachers and leaders analyze data and monitor the Schoolwide Program continuously throughout the year through staff meetings, data talks, and PLCs. Based on this regular monitoring, and in order to ensure continuous improvement for all students, the schoolwide plan will be revised as necessary. After meeting with stakeholders to discuss needed changes, the principal will request that the CLIP/SIP be returned to the school for by contacting the district Federal Programs Director. The budget and plan will be modified to reflect the necessary</p>
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ADDITIONAL RESPONSES

	changes and sent back to the district administrator for approval. Meeting agendas, minutes, and appropriate data will be provided to support the need for the revisions.
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