



# DCES School Improvement Plan 2022-2023

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## Goal 1

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed			
	Metrics & Measures	Targets	Actual								
I. Provide high quality professional learning	Increase the number of gifted endorsed teachers	19 Baseline: 22 20: 25 21: 46 22: 100% 23: 100%	20: 25 21: (49) 100% 22: 100%	1) Job Embedded Professional Learning	-Ensure that all teachers teaching advanced content are gifted certified -Hiring process - look for gifted certified if possible -School-wide Gifted Cohort completed 20-21 school year -Continue to use PL budget for new hires for Gifted Endorsement	Administrators Teachers	Annually	Continued district support with certification fees			
	Increase the number of ESOL endorsed teachers (1 per grade level at ES and 1 per content area by grade level in MS)	19 Baseline: 11 20: 11 21: 14 (100%) 22: 100% 23: 100%	20:14 21:100% 22: 100%		-Ensure that all ESOL students are being served by a teacher that has the ESOL endorsement -At least one teacher in each grade will have the ESOL endorsement -Hiring process - look for ESOL certified if possible				Administrators Teachers	Annually	Continued district support with certification fees
	Evaluate and improve the effectiveness of professional learning	19 Baseline: TBD 20: TBD 21:TBD 22: 100% 23: 100%	20: TBD 21: 100% 22: 100%		-Survey staff to discover needs and interests -Align PD with SIP -Admin attend PL sessions and observe implementation -Leadership team determines PL needs based on a variety of school data and student needs. -Use teacher leaders/experts for redelivery of research-based instructional practices and PL opportunities.						

## Goal Area 1

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
II. Prepare students for postsecondary and workforce options	Improve the % of at-risk students graduating in 4 years (Black, SWD, ED)	<b>Base:</b> 82.71 <b>20:</b> 84 <b>21:</b> TBD <b>22:</b> 86 <b>23:</b> 87	<b>20:</b> 91.5 <b>21:</b> 93.5 <b>22:</b> TBD	1) College and Career Opportunities	-RTI - Identify and provide strategies to help students be successful -Career Advisement -Increase the number of mentors (students in RTI) -Career Lessons and Career Day - School Counselor -School Counselor will monitor attendance for at-risk students	Classroom, EIP and Support Teacher  School Counselor	Ongoing	Additional Mentors/ check in and check out teachers
	Improve the % of all students graduating in 4 years	<b>19 Baseline:</b> 94 <b>20:</b> 94.2 <b>21:</b> TBD <b>22:</b> 94.6 <b>23:</b> 94.8	<b>20:</b> 97.5 <b>21:</b> 98.3 <b>22:</b> TBD		-RTI - Identify and provide strategies to help students be successful -Data Teams - group students to provide support or enrichment in Reading and Math -Check-in/Check-out opportunities -School Counselor will monitor attendance for at-risk students	All teachers  Counselor	Ongoing	Additional Mentors/ check in and check out teachers
	Increase the % of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level	<b>19 Baseline:</b> 76 <b>20:</b> 76 <b>21:</b> 76 <b>22:</b> 77 <b>23:</b> 77	<b>20:</b> NA <b>21:</b> 65.8 <b>22:</b> 65.1		-ELA Action Team -Daily 5 and CAFE reading strategies -Foundations Phonics Program (K-2) -Syllabication (Grades 3 - 5) -Data Teams - LLI - EIP Students -Progress Monitor through F&P -Peggy Terrell Guided Reading Lesson - F & P bookroom - Guided Reading Peer Observations -Accelerated Reader -Snap Words (K, 1st, and EIP) -Wilson Reading (SPED) -Word Walls (K-2)	All ELA teachers	Ongoing	Foundations Kits (K-1) Heggerty F&P The Reading Mini-Lessons book for each grade Guided Reading Observation Peer Observation forms -Guided Reading from Peggy

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					-Instructional Extension Tutoring (Year round and summer) -Reading intervention programs			Terrell
	Increase the % of students scoring Level 3 and Level 4 on Elementary School Math EOG Achievement Level	<b>19 Baseline:</b> 71 <b>20:</b> 73 <b>21:</b> 73 <b>22:</b> 73 <b>23:</b> 74	<b>20:</b> NA <b>21:</b> 67 <b>22:</b> 73		-Math Action Teams -Collaborative Planning meetings with DOK, Marzano’s High Yield Strategies, Activating and Summarizing Strategies -Problem Solving and Effective Teaching Practices - PL -K-2, 3-5 Number Talks - PL -EIP Teachers - NZ Numeracy -Advanced Math - Collaboration with 13 counties - 4th and 5th grade-K-2 and 3-5 Representative at GCTM in October -On-going partnership with NEGA RESA Math Consultant -Workshop Model -IXL -Reflex Math -Frax Math -ST Mathematics (EIP students) -Monthly team planning meetings for new curriculum roll out	Math teachers, EIP and Support Teachers	Ongoing	Additional Math PL

## Goal Area 1

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
III. Improve student achievement and growth	Decrease the % of students scoring Level 1 on Elementary School Math EOG Student Growth Percentile	<b>19</b> <b>Baseline:</b> NA <b>20:</b> NA <b>21:</b> NA <b>22:</b> NA <b>23:</b> NA	<b>20:</b> NA <b>21:</b> NA <b>22:</b> NA <b>23:</b>	1) Literacy Across All Content Areas  2) Coherent Instructional Systems  3) Data Used to Inform Instructional Practices	-Math Action Teams -Collaborative Planning meetings with DOK, Marzano’s High Yield Strategies, Activating and Summarizing Strategies -Problem Solving and Effective Teaching Practices - PL -K-2, 3-5 Number Talks - PL -EIP Teachers -NZ Numeracy -Advanced Math - Collaboration with 13 counties - 4th and 5th grade -On-going partnership with NEGA RESA Math Consultant -Workshop Model -IXL -NZ Numeracy Intervention implementation -Reflex Math Frax Math - Instructional Extension for at risk students -ST Mathematics (EIP students) -Monthly team planning meetings for new curriculum roll out	Math teachers, EIP and Support Teachers	Ongoing	Additional Math PL
	Increase the % of students scoring Level 3 and Level 4 on Elementary School ELA EOG Achievement Level	<b>19</b> <b>Baseline:</b> 74 <b>20:</b> 75 <b>21:</b> 75 <b>22:</b> 75 <b>23:</b> 75	<b>20:</b> NA <b>21:</b> 63 <b>22:</b> 63		-Daily 5 and Cafe -Data Teams with Learning Continuum -Collaborative Planning meetings with DOK, Marzano’s High Yield Strategies, Activating and Summarizing Strategies -LLI - EIP Students	All ELA Teachers	Ongoing	

					<ul style="list-style-type: none"> <li>-ELA Action Team</li> <li>-Guided Reading PL</li> <li>-IXL</li> <li>- Instructional Extension for at-risk students</li> </ul>			
	Decrease the % of students scoring Level I Elementary School ELA EOG Student Growth Percentile	<b>19</b> <b>Baseline:</b> 39 <b>20:</b> NA <b>21:</b> NA <b>22:</b> NA	<b>20:</b> NA <b>21:</b> 6 <b>22:</b> NA <b>23:</b>		<ul style="list-style-type: none"> <li>-ELA Action Teams</li> <li>-Collaborative Planning meetings with DOK, Marzano’s High Yield Strategies, Activating and Summarizing Strategies</li> <li>-Daily 5 and Cafe</li> <li>-Data Teams with Learning Continuum</li> <li>-LLI - EIP Students</li> <li>-IXL</li> <li>-Mentor Sentences</li> <li>-RTI Process</li> </ul>	All ELA Teachers	Ongoing	
	Increase the % of students scoring Level 2 and 3 on 3-5 ELA Milestones Writing and Language (Domain 2)	<b>19</b> <b>Baseline:</b> 74 <b>20:</b> 75 <b>21:</b> 75 <b>22:</b> 76 <b>23:</b> 76	<b>20:</b> NA <b>21:</b> 71 <b>22:</b> 73 <b>23:</b>		<ul style="list-style-type: none"> <li>-Lucy Calkins and Jennifer Servallo Writing Strategies</li> <li>-ELA Action Teams</li> <li>-Collaborative Planning meetings with DOK, Marzano’s High Yield Strategies, Activating and Summarizing Strategies</li> <li>-Write Score Data Analysis and Lessons</li> <li>- Peggy Terrell PL Sessions</li> <li>- Write Score Assessment and Data Analysis for Extension work</li> </ul>	All ELA Teachers	Ongoing	Peggy Terrell PL for Writing Write Score Assessments, Lessons, and Data Analysis Jennifer Servallo Writing Strategies
	Increase the % of students scoring Level 3 and Level 4 on Elementary School Science Achievement Level	<b>22:</b> 51 <b>23:</b> 65	<b>22:</b> 51 <b>23:</b>		<ul style="list-style-type: none"> <li>- Collaboration between STEM teacher and grade level teachers to align vocabulary and lessons</li> <li>- Integrate Science reading materials into Daily 5/Guided Reading and Writing in K - 5</li> <li>- Use HMH Science workbooks as appropriate</li> <li>- Use content related Vocabulary Word Walls and/or Vocabulary</li> </ul>	K-5 Teachers	Ongoing	

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					Floods (K-5) - Use of Science related anchor charts - Use of Science Interactive Journals- -NEGA 5th Grade Science PL Community Participant(Benner)			
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**Goal Area 2**

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
I. Support the well-being of students	Increase the % of elementary school students absent less than 10% of enrolled days	<b>19 Baseline:</b> 97.6 <b>20:</b> 97.7 <b>21:</b> NA <b>22:</b> 97.7 <b>23:</b> 97.7	<b>20:</b> 99.3 <b>21:</b> 94.3 <b>22:</b> 94.54 <b>23:</b>	1) Advisement Curriculum	-Social worker referrals for students with chronic attendance issues -Attendance Policy Communication with Parents -Teacher keep in contact with parents regarding attendance -Counselor will monitor attendance for at-risk students	-Classroom Teacher -Counselor -Social Worker	Ongoing	
	Increase the % of elementary students who report having an adult who will help them if they need it (Elem #11)	<b>19 Baseline:</b> 94.6 <b>20:</b> 95 <b>21:</b> 95 <b>22:</b> 95 <b>23:</b> 98	<b>20:</b> 98.1 <b>21:</b> NA <b>22:</b> TBD <b>23:</b>	2) Wraparound Services	-Mentor Program -PBIS Implementation -Responsive Classroom Training -Morning Meeting -Teacher check in/check out	-Classroom Teacher -Counselor	Ongoing	
	100% of all schools	<b>19 Baseline:</b>	<b>20:</b> 100%		-Fire Drills - monthly	-Admin	Annually	

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	will participate in emergency drills: yes or no	YES 20: YES 21: YES 22: Yes 23: yes	21: 100% 22: 100% 23:		-Severe Weather Drills - annually -Lockdowns - 1 per semester			
	Increase the number of high school students mentoring elementary students through Teen Oconee	19 Baseline: TBD 20: TBD 21: TBD 22: TBD 23: TBD	20: TBD 21: TBD 22: TBD 23:		-TBD			
	Increase the number of student mentors through the OCS/OARC partnership	19 Baseline: 10 20: 15 21: 15 22: 15 23: 15	20: 14 21: 4 22: 10 23:		-Designate a school rep to communicate with mentors -Set schedule for mentor visits -Teachers nominate students in need of mentors -OARC will come to parents to train them to become mentors -Share about Mentoring opportunities at night events and on social media outlets including Meet the Teacher, Curriculum Night, etc.	-School rep -Classroom Teachers -Counselor	Ongoing	



## Goal Area 2

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
II. Create and maintain an inclusive and student-centered environment	Decrease the number of office referrals K-5	<b>19 Baseline:</b> 23 <b>20:</b> 21 <b>21:</b> 21 <b>22:</b> 19 <b>23:</b> 18	<b>20:</b> 17 <b>21:</b> 14 <b>22:</b> 20 23:	1) Behavior Frameworks	-PBIS Implementation and culminating PBIS celebration -Behavior training for SPED Staff and Counselor -Mindset training for SPED Staff and Counselor - Starting the day with structured morning meetings -Implement Responsive Classroom Initiatives	-DCES Staff	Ongoing	PBIS Training Resources  Responsive Classroom Trainings
				2) Teacher Involvement	Teachers will participate in at least one OCS-Sponsored meaningful activity outside of the classroom that contributes to the positive culture of the school.	-DCES Staff	Ongoing	
				3) Community Involvement	Provide Curriculum Parent Nights	-DCES Staff	Ongoing	

				4) Safety and Security	Conduct Monthly fire drills -Conduct severe weather drills twice a year -Conduct bi-annual lockdown drills collaborating with local agencies	DCES Administration	Monthly/ Semi-annually	
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### Goal Area 3

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
I. Increase meaningful partnerships with business, nonprofit, higher education	Increase dollar amount of monetary donations	<b>19 Baseline:</b> \$61,741.25 <b>20:</b> \$62K <b>21:</b> \$41K <b>22:</b> \$41K <b>23:</b> \$15K	<b>20:</b> 57,640 <b>22:</b> \$13,068	1) Oconee Schools Partners in Education Program	-Dragon Dash promotion -Encourage school sponsors -Sponsor recognition (social media, banners, marquee, partner breakfast, etc.) -PIE Initiative -Bingo Night	-DCES Staff -PTO	Annually	Support from Director of Communications
	Increase dollar amount of in-kind donations	<b>19 Baseline:</b> TBD <b>20:</b> TBD <b>21:</b> TBD <b>22:</b> TBD <b>23:</b> \$5K	<b>20:</b> TBD <b>21:</b> TBD <b>22:</b> \$3,800		Continued communication with parent teacher organization and community partners			
	Increase number of volunteer hours	<b>19 Baseline:</b> TBD <b>20:</b> TBD <b>21:</b> TBD <b>22:</b> TBD <b>23:</b> 700	<b>20:</b> NA <b>21:</b> TBD <b>22:</b> 626		Additional volunteer trainings, online volunteer training opportunity			

### Goal Area 3

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
II. Increase family engagement	Increase the % of parent-teacher conferences	<b>19 Baseline:</b> TBD <b>20:</b> TBD <b>21:</b> TBD <b>22:</b> 100% <b>23:</b> 100%	<b>20:</b> NA <b>21:</b> TBD <b>22:</b> 100%	1) Parent/Teacher Conferences  2) Family Outreach Program	-All grade level teachers are expected to have at least one conference per year with 100% participation -Keep documentation of all conferences -Scheduled PTO meetings	Teachers Administration Counselor	Annually	
	Increase the % of parent-teacher conferences with at-risk families	<b>19 Baseline:</b> TBD <b>20:</b> TBD <b>21:</b> 100% <b>22:</b> 100% <b>23:</b> 100%	<b>20:</b> NA <b>21:</b> TBD <b>22:</b> 100%		-Teachers of at-risk students are expected to meet as needed in addition to the one conference per year expectation -Offer a variety of options for meeting: in-person, home visit, virtual or phone conferences	Teachers Administration	Annually	
	Expand the % of student-led conferences	<b>19 Baseline:</b> TBD <b>20:</b> TBD <b>21:</b> TBD <b>22:</b> TBD <b>23:</b> 20%	<b>20:</b> NA <b>21:</b> NA <b>22:</b> 12%		-Continue student led conferences with SWD -3rd through 5th grade teachers work with students	Teachers	Annually	

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					to understand their data and introduce student led conferences - 4th grade present their process of student led conferences to staff			
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### Goal Area 3

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
III. Improve effectiveness of communication and branding	Increase number of social media followers at the school and district levels	<b>19 Baseline:</b> 678 <b>20:</b> 5% <b>21:</b> 3% <b>22:</b> 5% <b>23:</b> 5%	<b>20:</b> 809 <b>21:</b> 1,075 <b>22:</b> 1,291 <b>23:</b>	1) Rollout of itslearning Parent Portal	-In addition to school and district accounts, increase number of private teacher Instagram and Twitter accounts	Teachers	Ongoing	Social Media
	Increase monthly parent log-ins in itslearning	<b>19 Baseline:</b> TBD <b>20:</b> TBD <b>21:</b> 5% <b>22:</b> 5% <b>23:</b> NA	<b>20:</b> NA <b>21:</b> TBD <b>22:</b> TBD <b>23:</b>		Switch to Canvas (parents will get access in January)	Teachers, Parents	Ongoing	Canvas platform, technology department

### Goal Area 4

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
I. Ensure safe, efficient, and effective environments	Reduce energy consumption (Kilowatt per 1000 square foot per day)	TBD	TBD	1) Operational Processes	-Continue using energy efficient lighting, keeping doors closed, and using lamps with energy efficient bulbs	Teachers Custodians Administration	Ongoing	Energy Consumption Data
	Ensure health inspection score of 95 at all school cafeterias	<b>19</b> <b>Baseline:</b> 100% <b>20:</b> YES <b>21:</b> YES <b>22:</b> YES <b>23:</b> YES	<b>20:</b> YES <b>21:</b> Yes <b>22:</b> YES <b>23:</b>	2) Ensure Safe and Healthy Environments for Students and Staff	-Continue to follow all health and safety guidelines as outlined in state recommendations	Cafeteria Staff Administration Custodians	Ongoing	
	Maintain or improve overall annual custodial scorecard percentage	<b>19</b> <b>Baseline:</b> 100% <b>20:</b> YES <b>21:</b> YES <b>22:</b> Yes <b>23:</b> YES	<b>20:</b> YES <b>21:</b> YES <b>22:</b> YES <b>23:</b>		-In addition to custodian expectations, students and teachers will assist in keeping areas neat and tidy	Custodians Teachers Students Administration	Ongoing	<a href="#">Building and Grounds Schedule</a>

## Goal Area 4

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
II. Acquire, support, and retain high performing staff	Ensure all teachers hold certification or otherwise meet professional qualifications as defined by OCS	<b>19</b> <b>Baseline:</b> YES <b>20:</b> YES <b>21:</b> YES <b>22:</b> Yes <b>23:</b> YES	<b>20:</b> YES <b>21:</b> Yes <b>22:</b> Yes <b>23:</b>	1) High-Performing Staff	-Continued gifted certification for all staff/AC teachers  -Offer Gifted Endorsement for new hires who do not hold endorsement  -Try to hire with endorsement in mind  -School Admin continue monitoring teacher certification	Administration	Ongoing	-District support/funding for gifted certification
	Ensure all certified teaching positions are fully staffed at the start of the school year	<b>19</b> <b>Baseline:</b> YES <b>20:</b> YES <b>21:</b> YES <b>22:</b> Yes <b>23:</b> Yes	<b>20:</b> YES <b>21:</b> yes <b>22:</b> Yes <b>23:</b>	2) HR Training Sessions	-School Admin continue monitoring teacher certification  -New Staff recruitment and applitrack	Administration	Ongoing	
				3) Employee Support				



### Goal Area 4

Performance Objectives	Performance Measures			Initiative	Action Steps	Person Responsible	Start & End Date	Resources Needed
	Metrics & Measures	Targets	Actual					
IV. Ensure continued stewardship of resources through effective and efficient practices	Conduct timely and unmodified audits	<b>19</b> <b>Baseline:</b> YES <b>20:</b> YES <b>21:</b> Yes <b>22:</b> Yes	<b>20: Yes</b> <b>21: Yes</b> <b>22: Yes</b> <b>23:</b>	1) Ensure Effective and Efficient Financial Processes	-Keep updated records of purchases and income	School Bookkeeper	Ongoing	
	Align budget resources with OCS goals	<b>19</b> <b>Baseline:</b> YES <b>20:</b> YES <b>21:</b> Yes <b>22:</b> Yes	<b>20: Yes</b> <b>21: Yes</b> <b>22: Yes</b> <b>23:</b>		-Purchase and allocate resources that align to SIP	Principal School Bookkeeper	Ongoing	