



**Barrow County School System**

Boldly Committed to Student Success

# +County Line Elementary School

## SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN PROFESSIONAL LEARNING PLAN

<b>NAME OF SCHOOL PRINCIPAL:</b> Ms. Shawanna Stevens
<b>NAME OF SYSTEM SUPERINTENDENT:</b> Dr. Chris McMichael
<input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i>

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/2/16
Title I Director	Dr. David Beeland	8/24/16
System Professional Learning Coordinator	Meggan McNally	7-26-16
School Governance Team Chairperson		9-23-16





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Principal	Shawanna Stevens	7-25-16

### Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Writing	Milestones and mock writing results/teacher feedback  EOG 2016 in Writing and Language students in "remediate learning" category: 3rd grade: 58% 4th grade: 62% 5th grade: 53%	SGT team, teachers, parents, community members	School website, Copies in front office





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<p>Math</p>	<p>Milestones, CA results, CGI observations, parent surveys EOG 2016 in Math students in “remediate learning” category:</p> <p><b>3rd grade:</b> Operations &amp; Algebraic Thinking 51% Numbers &amp; Operations 51% Measurement &amp; Data 49% Geometry 49%</p> <p><b>4th grade:</b> Operations &amp; Algebraic Thinking 45% Numbers &amp; Operations (Base 10) 53% Numbers &amp; Operations (Fractions) 54% Measurement &amp; Data 48% Geometry 47%</p> <p><b>5th grade:</b> Operations &amp; Algebraic Thinking 44% Numbers &amp; Operations (Base 10) 48% Numbers &amp; Operations (Fractions) 57% Measurement &amp; Data 48% Geometry 50%</p>	<p>SGT team, teachers, parents, community members</p>	<p>School website, Copies in front office</p>
<p>Reading</p>	<p>Milestones, CA results, DIBELS, parent surveys, teacher surveys EOG 2016 in Reading &amp; Vocabulary students in “remediate learning” category: 3rd grade: 56% 4th grade: 65% 5th grade: 52%</p>	<p>SGT team, teachers, parents, community members</p>	<p>School website, Copies in front office</p>





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Science	<p>Milestones EOG 2016 in Science students in the "remediate learning" category:</p> <p><b>3rd grade:</b> Earth Science: 63% Physical Science: 51% Life Science: 56%</p> <p><b>4th grade:</b> Earth Science: 66% Physical Science: 63% Life Science: 65%</p> <p><b>5th grade:</b> Earth Science: 53% Physical Science: 53% Life Science: 53%</p>	SGT team, teachers, parents, community leaders, Lee Bane	School website, Copies in front office
Technology	Teacher and parent survey results	SGT team, teachers, parents, community members	School website, Copies in front office
Parent Engagement	Teacher and parent surveys, sign in sheets from parent events	SGT team, teachers, parents, community members	School website, Copies in front office
Increase ELA, Math, Science, and Social Studies proficiency	<p>Georgia Milestones All Students:</p> <p>+2.80% in ELA -1.03% in Math +1.77% in Science -1.12% in Social Studies</p>		





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<p>ELA - Reading</p>	<p>DIBELS composite "at grade level"</p> <ul style="list-style-type: none"> <li>• K=77%</li> <li>• 1=59%</li> <li>• 2=68%</li> <li>• 3=82%</li> </ul> <p>DRA "at or above grade level"</p> <ul style="list-style-type: none"> <li>• K=72%</li> <li>• 1=68%</li> <li>• 2=80%</li> <li>• 3=77%</li> <li>• 4=72%</li> <li>• 5=80%</li> </ul> <p>GA Milestones-Reading "at or above grade level"</p> <ul style="list-style-type: none"> <li>• 3rd grade=82.96%</li> <li>• 4th grade=65.96%</li> <li>• 5th grade=75.74%</li> </ul>	<p>Attendees at Title I Comprehensive Needs Assessment Meeting School Governance Team BES Leadership Team</p>	<p>BES Letter to Parents  Report Cards/Parent-teacher conferences  Grade Level/Classroom Newsletters</p>
<p>Parent Engagement</p>	<p>CNA Survey: (107 parents responded) My child's school is family-friendly. 95.7% My school creates an environment that helps my child learn. 95.3% I am satisfied with the services provided by the school to support my child academically. 93.5% My child's teacher(s) adequately address my child's specific needs. 91.6% The school provides ways for me to be involved in my child's academic progress and help at home. 92.5% The staff at my child's school is helpful and responsive when we discuss my child's progress. 90.7% Teachers regularly inform me about my child's progress. 86.9% I communicate with my child's teacher(s). 95.3%</p>	<p>Attendees at Title I Comprehensive Needs Assessment Meeting School Governance Team BES Leadership Team</p>	<p>BES Letter to Parents Email sent to Parents ParentLink BES Facebook Page BES Twitter Grade Level/Classroom Newsletters</p>





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### GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>% of students scoring level 3 on the BCSS writing rubric will increase by 10% (to 68%) for all students in grades K-5 by the May mock writing test.</p> <p>% of students scoring at the Proficient and Distinguished level on the Milestones ELA will increase to            3rd grade- 50%            4th grade- 40%            5th grade- 52%</p>	<p>Review writing samples, discuss progress towards goal, and data with leadership team, grade level Professional Learning Communities (PLCs).</p>	<p>Instructional Coach and AP</p>	<p>Meetings will be scheduled to follow the mock writing assessments given in September (BOY), January (MOY), and March (EOY).</p>	<p>Minutes from PL with 3-5 grade teachers.</p> <p>Student writing samples</p> <p>Template provided for documenting student conferences.</p>	<p><b>Leaders Demonstrate:</b> Scheduling and structures to allow time for mock writing. Guidelines on grading procedures. Knowledge of writing data and Instructional Strategies to support writing</p> <p><b>Teachers Demonstrate:</b> Ability to review data and adapt instruction; To utilize the writer's workshop model in the classroom to include mini-lessons, independent writing, and conferring; knowledge of the BCSS and/or Georgia Milestones Writing Rubrics</p> <p><b>Students Demonstrate:</b> Knowledge of the writing process and effective writing techniques as described by the GA Standards of Excellence</p>	<p>Check progress towards goals quarterly with entire staff.</p> <p>Mock Writing Assessments in Grades K-1 will take place 2 times during the school year and Grades 2-5 will take place 3 times during the school year. Teachers will swap and grade within the grade level.</p>	<p>Paper and ink</p> <p>BCSS/ GA DOE rubrics</p>	<p><b>BCSS Indicators:</b> CIA, LSAS,</p> <p><b>Advanced:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Assessment</p>





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	Specific, differentiated professional learning in writing based on needs indicated in Review & Revise Meeting reflections	Principal , AP, and Coach	Weekly grade level meetings  Small group meetings as needed	Sign-in sheets, meeting minutes, Professional Learning Plan  Teacher surveys to determine areas of greatest need and interest	<p><b>Leaders Demonstrate:</b> cultivation of school climate that invites personal reflection and professional growth thereby allowing teachers to feel comfortable asking for help when needed</p> <p><b>Teachers Demonstrate:</b> request assistance when needed, follow through with suggestions and feedback</p> <p><b>Students Demonstrate:</b> Increased proficiency in written responses and writing techniques according to Georgia Standards of Excellence.</p>	Discuss progress with leadership team.  Check progress towards goals quarterly with entire staff.		<p><b>BCSS Indicators*:</b> CIA, LSAS, PL</p> <p><b>AdvancedED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Professional Learning, Curr, Instru.</p>
	Bernadette Lambert writing PL, grades 1-5	Bernadette Lambert	Fall 2016	Sign-in sheets, meeting minutes,			Bernadette Lambert training cost \$3,850 funding source 300	<p><b>BCSS Indicators*:</b> CIA, LSAS, PL</p> <p><b>AdvancedED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Professional Learning, Curriculum, Instrction.</p>





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	<p>½ day Professional Learning/Planning to follow up from last year's Kevin Raczynski writing PL.</p>	<p>Instructional Coach and AP</p>	<p>September</p>	<p>Agenda for meeting, minutes, and lesson plans/units created</p>	<p><b>Leaders Demonstrate:</b> Scheduling and subs, expectations for time</p> <p><b>Teachers Demonstrate:</b> agenda, minutes from PLC time, follow up implementation</p> <p><b>Students Demonstrate:</b></p>	<p>Classroom walk-throughs and informal observations</p>	<p>SUBS-\$2,785 funding source 113</p>	<p><b>BCSS Indicators*:</b> CIA, LSAS, PL <b>AdvancED:</b> Standard: 1, 3, 4, 5 <b>GA Standards:</b> Professional Development, Curriculum and instruction</p>
	<p>Every child will have the opportunity to write for a minimum of 30 minutes a day.</p>	<p>Principal and AP</p>	<p>Daily</p>	<p>Teachers schedules, lesson plans, informal walkthroughs</p>	<p><b>Leaders Demonstrate:</b> Management of master schedule to allow sufficient time each day for writing</p> <p><b>Teachers Demonstrate:</b> Planning and time management that allows for students to write for a minimum of 30 per day.</p> <p><b>Students Demonstrate:</b> active participation in writing instruction, effective use of writing techniques and strategies as specified by the Georgia Standards of Excellence</p>	<p>Weekly grade level discussions</p> <p>Classroom walk-throughs and informal observations</p>	<p>Story works-\$1,153.35-642 Social Studies Weekly-\$1,200-642</p> <p>Student technology-chromebooks \$10,669-616</p>	<p><b>BCSS Indicators*:</b> CIA, LSAS <b>AdvancED:</b> Standard: 1, 3, 4, 5 <b>GA Standards:</b> Curriculum and Instruction</p>







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<p>60% of teachers will meaningfully integrate Google Applications for Education (GAFE) and Google Classroom to enhance learning in their classrooms</p>	<p>Digital coach will provide professional learning to teachers on the use of Google sites and SAMR strategies.</p>	<p>Digital Coach, IC, and teacher "tech mentors"</p>	<p>Ongoing</p>	<p>Completed Google Classroom pages, PLC minutes saved/shared via Drive</p> <p>Lesson plans incorporating technology</p>	<p><b>Leaders Demonstrate:</b> Use of GAFE to communicate with staff, schedule school events, share and present information</p> <p><b>Teachers Demonstrate:</b> ability to create and use Google Classroom and GAFE to engage students and create student centered learning environments; willingness to assist colleague in technology implementation</p> <p><b>Students Demonstrate:</b> ability to use Google Classroom to collaborate with teachers and fellow classmates, as well as to demonstrate their mastery of the content standards.</p>	<p>Discuss progress with leadership team.</p> <p>Informal walkthrough data, teacher surveys</p> <p>Weekly grade level meetings</p>	<p>Interactive projectors for classrooms, devices for students \$27,600-funding source 615</p>	<p><b>BCSS Indicators*:</b> CIA, LSAS,PL</p> <p><b>AdvancED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Professional Development, Curriculum and instruction, Family and Community Engagement</p>
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	<p>Increase % of teachers implementing upper two levels of SAMR model (modification &amp; redefinition) framework - gather baseline from GAPSS observations</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Teacher rubrics, GAPSS feedback</p>	<p><b>Leaders Demonstrate:</b> Increasing implementation and demonstration of technology in communication, shared information, and presentations</p> <p><b>Teachers Demonstrate:</b> Progression through the levels of SAMR, moving from basic substitution and working towards redefinition, inclusion of technology in lesson plans</p> <p><b>Students Demonstrate:</b> ability to use Google Classroom to collaborate with teachers and fellow classmates, as well as to demonstrate their mastery of the content standards.</p>	<p>Teacher self-assessments using SAMR teacher rubric</p> <p>Informal walkthroughs &amp; observations</p> <p>Weekly grade level meetings</p>	<p>Same as above</p>	
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### GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>75% of students will score 70% or above on math common assessments for grades 1-5</p> <p>___% of students scoring Proficient and Distinguished on 2017 Milestones Math will be:</p> <p>3rd = 53%</p> <p>4th = 54%</p> <p>5th = 52%</p> <p>2016 Math Milestones</p>	<p>Teachers will use Cognitively Guided Instruction in mathematics to develop students' problem solving skills and mathematical reasoning as well as developing proficiency according to the Georgia Standards of Excellence.</p>	<p>Instructional Coach and AP</p>	<p>Quarterly PL by coach and AP, weekly implementation of CGI</p>	<p>Lesson Plans, Teacher Schedules, Discourse Charts, Data Team Meeting Minutes</p>	<p><b>Leaders Demonstrate:</b> Understanding of the components of a CGI lesson</p> <p><b>Teachers Demonstrate:</b> Understanding of the components of CGI lessons</p> <p><b>Students Demonstrate:</b> Effective problem solving using CGI strategies and continual improvement with number sense</p>	<p>Leadership team discussions</p> <p>Classroom observations, informal walk-throughs</p> <p>Grade level meetings</p>	<p>CGI for 4th and 5th is \$50 per teacher-sub will be covered in house</p>	<p><b>BCSS Indicators:</b> CIA, LSAS, PL</p> <p><b>AdvancED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b>  Professional Development, Curriculum and instruction, Assessment,</p>





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<p>(all students scoring Proficient and Distinguished) 3rd: 44% 4th: 43.49% 5th: 42.94%</p>	<p>Each teacher in grades K-3 will complete a minimum of 2 peer observations during CGI with an action plan that will be discussed in data team meetings.</p> <p>Each teacher in grades 4-5 will complete a minimum of 2 peer observations during math workshop with an action plan that will be discussed in data team meetings.</p>	<p>Instructional Coach and AP</p>	<p>Completion of 1 before December 16th, Completion of 2nd before April 3rd.</p>	<p>Math peer observation/ action plan completed by each teacher, minutes from PLC where action plans were discussed</p>	<p><b>Leaders Demonstrate:</b> Management of time and scheduling to allow classroom visits, fostering a positive climate that supports professional critical feedback</p> <p><b>Teachers Demonstrate:</b> Ability to implement CGI with fidelity; ability to offer and accept professional critical feedback from colleagues to improve instruction</p> <p><b>Students Demonstrate:</b> Increased skills in the areas targeted by CGI</p>	<p>Discuss progress with leadership team.</p> <p>Check progress towards goals quarterly with entire staff.</p>	<p>Instructional Coach</p>	<p><b>BCSS Indicators:</b> CIA, LSAS, PL</p> <p><b>AdvancED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Professional Development, Curriculum and instruction</p>
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### GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			

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<p>___% of students scoring on grade level in Reading on the 2017 Milestones will be: 3rd = 85% 4th = 65% 5th = 75%</p> <p>Students reading on grade level on 2016 Milestones (all students): 3rd - 76.51% 4th - 56.03% 5th - 66.67%</p>	<p>Teachers will implement effective, differentiated reading instruction within a 100 minute Literacy Block:</p> <p>Reader's Workshop</p> <p>Whole group mini-lessons to teach specific reading skills based on grade level standards. (25 min)</p> <p>Guided Reading/Literacy Centers (60 min) - differentiated small group instruction</p> <p>Word Work, Phonics, &amp; Vocabulary (15 min)</p>	<p>Principal, AP, IC</p>	<p>Ongoing</p>	<p>Lesson Plans, teacher observations</p> <p>Report cards, data notebooks, anecdotal notes, conference notes</p>	<p><b>Leaders Demonstrate:</b> Understanding of balanced literacy components, knowledge of guided reading components, understanding of effective reading instruction (small groups, mini-lessons, conferring w/ students)</p> <p><b>Teachers Demonstrate:</b> Effective planning and implementation of literacy block including guided reading, reader's workshop, and word work</p> <p><b>Students Demonstrate:</b> Active engagement in reading instruction, use of effective reading strategies while reading a variety of texts, increasing proficiency in literacy skills</p>	<p>Formal observations, informal walk-throughs</p> <p>Weekly grade level meetings</p> <p>Data review meetings</p>	<p>Paper, ink, leveled readers LR-</p>	<p><b>BCSS Indicators:</b> CIA, LSAS, PL</p> <p><b>AdvancED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Professional Development, Curriculum and instruction, assessment</p>
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<p>85% of all students will be on grade level in reading, as measured by the Text Reading Comprehension (TRC), at the end of the year.</p> <p>K-3 will be on grade level (green), as measured by the Dibels reading assessment, at the end of the year. K-90% 1- 78% 2- 80% 3- 75%</p>	<p>Analyze assessment data (DIBELS, TRC, Common Formative Assessments) in grade level teams to guide instruction.</p>	<p>Instructional Coach, AP</p>	<p>Quarterly</p>	<p>Lesson Plans, Intervention Group Lists, Dibels/ TRC Data, Assessment spreadsheets</p>	<p><b>Leaders Demonstrate:</b> Management of time and scheduling to allow time for data meetings, effective facilitation of group discussions regarding data and instructional decisions made as a result of data</p> <p><b>Teachers Demonstrate:</b> Analysis of class level data to revise instructional planning to best meet the needs of students</p> <p><b>Students Demonstrate:</b></p>	<p>Weekly data meetings</p> <p>Informal walk-throughs</p> <p>Maintenance of data displayed in the school-wide data room.</p>	<p>Paper, ink, copies</p>	
	<p>Teachers in special education classrooms will utilize specialized instruction resources (Wilson Foundations grades K-2; SRA for grades 3-5) to meet the needs of all students who receive Direct Instruction in reading</p>	<p>Principal and AP</p>	<p>Ongoing</p>	<p>Workbooks, teacher lesson plans, informal and formal observation</p>	<p><b>Leaders Demonstrate:</b> Expectation and monitoring of daily specialized reading instruction</p> <p><b>Teachers Demonstrate:</b> Effective implementation of specialized reading instruction on a daily basis</p> <p><b>Students Demonstrate:</b> Utilization of reading strategies and increasing proficiency in reading according to the Georgia Standards of Excellence</p>	<p>SPED team weekly meeting/planning</p> <p>Formal and informal classroom observations and walk-throughs</p>	<p>Cost of consumables and replacement text, additional teacher manuals as needed</p>	





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	<p>Teachers will send home leveled reading books from the bookroom 4 nights a week with students. In grades K-2 the books will be from the guided reading lessons from the week.</p>	<p>Principal and AP</p>	<p>Weekly</p>	<p>Check-Out System, Individual Bag of Books</p>	<p><b>Leaders Demonstrate:</b> Maintenance of leveled library and supplies necessary for sending books home including letters home to explain expectations to parents.</p> <p><b>Teachers Demonstrate:</b> Incorporation of take-home readers into guided reading instruction, maintenance of leveled library and take-home reader supplies, communication to parents/families regarding expectations for reading at home.</p> <p><b>Students Demonstrate:</b> Responsible care and use of take home readers, increasing proficiency in reading</p>	<p>Weekly grade level discussions</p> <p>Informal classroom walk-throughs</p>	<p>Cost of replacement leveled readers, cost of filling in needed leveled readers \$2,146- 642</p>	
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	<p>Each teacher in grades K-5 will implement a minimum of 2 peer observations during Guided Reading with an action plan that will be discussed in PLCs.</p>	<p>Instructional Coach and AP</p>	<p>Quarterly</p>	<p>GR peer observation/ action plan completed by each teacher, minutes from PLC where action plans were discussed</p>	<p><b>Leaders Demonstrate:</b> Management of time and scheduling to allow classroom visits, fostering a positive climate that supports professional critical feedback</p> <p><b>Teachers Demonstrate:</b> Collaboration with IC and colleagues to offer and accept professional critical feedback to drive instructional practices</p>	<p>Monthly Review &amp; Revise meetings to discuss findings and resulting instructional revisions</p>	<p>Instructional Coach</p>	
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<p>_____ % of students in Grade 5 will score within the Proficient and Distinguished areas in Science 3rd- 50% 4th- 40% 5th- 55%</p> <p>2016 Milestones students who scored Proficient and Distinguished (all students): 3rd - 39.34% 4th - 29.31% 5th - 44.25 %</p>	<p>All teachers will incorporate a minimum of 1 STEAM activity.</p> <p>Support for implementing STEAM strategies will be provided by the school system STEAM Integration Coordinator.</p>	<p>Instructional Coach</p>	<p><b>Timeline:</b> Topics of interest to STEAM Integration Coordinator in August, each teacher will implement a STEAM activity a minimum of once throughout the school year.</p>	<p><b>Artifacts:</b> Lesson plans, Pictures of students participating in activities (upload to social media). Student Products</p>	<p><b>Leaders Demonstrate:</b> Demonstrate the importance of STEAM integrated learning approaches by providing resources and support to teachers as they incorporate STEAM into their classroom learning experiences.</p> <p><b>Teachers Demonstrate:</b> Demonstrate the ability to improve academic achievement by providing STEAM activities that present an integrated approach to learning.</p> <p><b>Students Demonstrate:</b> Mastery of science content standards by participating in STEAM oriented learning opportunities, development of interest and appreciation for science content</p>	<p>Monthly Review &amp; Revise meetings to discuss findings and resulting instructional revisions</p>	<p>Each grade level will be given \$1,000 for science supplies. Leveled readers on relevant science topics.</p>	<p><b>BCSS Indicators*:</b> CIA, LSAS, PS, PL</p> <p><b>AdvancED:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Professional Development, Curriculum and instruction, Assessment,</p>
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### GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
37% of students will have a family member attend at least one instructional parent night throughout the school year from 27% last year.	Host 4 instructional nights throughout the school year to encourage and educate parents on current instructional practices/grade level expectations. *Provide pizza to families that come. *Invite parents to the instructional nights in multiple ways (email, Parent Link, fliers, agendas, newsletters, website, Facebook)	Principal, AP, Instructional Coach	Curriculum Night -August 11th  Math Night- November 10th  Science Night- February 2nd  Milestones Night- March 6th	Sign in sheets, handouts  Documentation of notifications, agendas	<p><b>Leaders Demonstrate:</b> The importance of family engagement by planning and coordinating opportunities for parents to engage with teachers on academic topics.</p> <p><b>Teachers Demonstrate:</b> The ability to engage with families and empower families to support their child's learning and mastery of concepts at home.</p> <p><b>Students Demonstrate:</b> An understanding of the importance of engagement to their academic achievement by participating with their families in instructional parent nights.</p>	Discussion of attendance at monthly leadership meetings following parent nights.	Cost* of pizza and supplies (water, plates, napkins), cost of take-home manipulatives & math games  *Covered by volunteers/PTO/and/or Partners in Education	<p><b>BCSS Indicators*:</b> CIA, LSAS, C, PS</p> <p><b>Advanced:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Curriculum and instruction, Family and Comm. Eng., School Culture, Planning and Org.</p>
A minimum of 6 School Governance Team members will attend 100% of meetings	Schedule and notify parents of meetings via multiple forms of communication (email, website, agendas)	Principal, SGT members	September 11th, November 13th, January 15th, March 11th, May 13th	Sign in sheets, handouts, eboard minutes  Documentation of notifications, agendas	<p><b>Leaders Demonstrate:</b> The importance of regular attendance at SGT meetings to effectively govern the school by regularly attending meetings and sharing this goal with SGT members.</p> <p><b>Teachers Demonstrate:</b> Teacher representatives on SGTs will demonstrate regular attendance at all meetings.</p>	Discussion of SGT meeting attendance at monthly leadership team meetings.	\$0	<p><b>BCSS Indicators*:</b> CIA, LSAS, C, PS, G, FR</p> <p><b>Advanced:</b></p> <p><b>GA Standards:</b> Family and Comm. Eng., School Culture, Planning and Org., Leadership</p>





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<p>100% of teachers using some form of an online communication tool (Google pages, social media sites, websites, online apps, etc.) - Establish a baseline</p>	<p>Provide professional learning to teachers on using an online communication tool with parents (Remind.com, websites, Google classroom, Twitter, Instagram, Facebook, teacher websites)</p>	<p>K-5 Teachers, Instructional Coach, Administration</p>	<p>Ongoing</p>	<p>Parent survey results, sign in sheets, websites, online applications  PL Agenda</p>	<p><b>Leaders Demonstrate:</b> Understanding and use of online communication tools, management of time and scheduling to allow for PL and tech support as needed  <b>Teachers Demonstrate:</b> Understanding of online communication protocols, timely and appropriate communication with stakeholders, increasing flexibility and fluency with online communication tools</p>	<p>Discussion of online communication usage and effectiveness at monthly leadership meetings  Principal/AP/IC - periodic checks of the school's website and teacher/grade level pages</p>	<p>\$0</p>	
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### GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
Increase climate rating from 4 stars to 5 stars	Provide PL for faculty and staff on safe and welcoming schools	Principal, AP, IC	October and February	Agendas and Professional Learning Plan	<p><b>Leaders Demonstrate:</b> Understanding of the components of creating a Family Friendly School through positive communication.</p> <p><b>Teachers Demonstrate:</b> Understanding of the importance of family friendliness by increasing positive communication with parents and implementing strategies to improve the climate of their classroom and the overall climate of the school.</p> <p><b>Students Demonstrate:</b></p>	Discuss progress with leadership team.  Check progress towards goals quarterly with entire staff.	No cost	<p><b>BCSS Indicators*:</b> CIA, LSAS, C, PS, C, HR,CC</p> <p><b>AdvancedED:</b> Standard: 1, 3, 4, 5, 2</p> <p><b>GA Standards:</b> Family and Comm. Eng., School Culture, Planning and Org., Leadership</p>
	Complete Georgia DOE Family Friendly School Partnership Walk-through instrument	Teachers, IC	Fall 2016	Parent Survey Results, Sign in sheets  Contact logs				
	Teachers will make a positive phone contact with every parent within the 10 days of school	Principal, AP, K-5 Teachers	Aug 1-12	Family Friendly Schools Walk-through instrument				





## Barrow County School System

Boldly Committed to Student Success

<p>Decrease the amount of discipline referrals by 10% from 169 in 2016.</p>	<p>Utilize PBIS to encourage positive behaviors</p> <p>Implement behavior interventions based off Tyler Pulse and behavior screener data.</p> <p>Offer school-wide quarterly rewards to students for Pride Paw celebrations</p>	<p>PBIS team and administration</p> <p>PBIS team</p>	<p>Ongoing</p> <p>Quarterly</p>	<p>Sign in sheets, meeting minutes, professional learning plan, discipline data</p> <p>PBIS menu, # of students attending, discipline data</p>	<p><b>Leaders Demonstrate:</b> Understanding of elements of PBIS, management of time and scheduling to allow for PL and quarterly student celebrations</p> <p><b>Teachers Demonstrate:</b> Understanding of the elements of PBIS</p> <p><b>Students Demonstrate:</b> Appropriate behaviors, increasing positive responses to conflict</p>	<p>Review of referral data and revision of instructional practices at monthly leadership meetings.</p>	<p>Cost of supplies for awards celebrations, cost of pride paws</p>	<p><b>BCSS Indicators*:</b> CIA, LSAS, CC</p> <p><b>Advanced:</b> Standard: 1, 3, 4, 5</p> <p><b>GA Standards:</b> Family and Comm. Eng., School Culture, Planning and Org.</p>
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**Barrow County School System**

Boldly Committed to Student Success

**Professional Learning Plan to Support School Improvement Plan**

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Technology Integration	Digital Coach, AP	45 minutes monthly and open sessions available weekly	Students produces products	Dina Padgett	\$27,600 interactive projectors Student devices- iPads, Chromebooks \$10,500
Instructional Data Teams	Instructional Coach, AP	Quarterly for CA, Dibles, and scholastic	Minutes from meetings including remediation plans	Instructional Coach and Assistant Principal	Paper and Ink \$2,000
Dealing with Poverty, Safe and Welcoming Schools	Principal	45 minutes quarterly	Minutes from meetings	Principal	Paper and Ink
STEAM Integration with Lee Bane	Lee Bane, Instructional Coach	Individual or grade level support with STEAM projects as needed	Student products of incorporated STEAM activities	Lee Bane, Instructional Coach	\$6,000 supplies
RTI Training	Garbin, Assistant Principal	45 minutes every 4-6 weeks	RTI spreadsheet and meeting minutes	Garbin, AP	No cost





## Barrow County School System

Boldly Committed to Student Success

TRC Training	Instructional Coach	August	Quarterly testing, Daily differentiated guided reading groups based off results	Instructional Coach and Assistant Principal	No cost
<b>Professional Learning Strategy to support achievement of SMART Goals</b>	<b>Captains</b>	<b>Professional Learning Timeline</b>	<b>Artifacts/Evidence of Impact on Student Learning</b>	<b>Monitoring Teacher Implementation of Professional Learning</b>	<b>Estimated Cost, Funding Source, and/or Resources</b>
Gifted and EL updates	Padgett and Mason	30 minutes yearly	Sign in sheet from meeting, meeting agendas, handouts, presentations	Padgett and Mason	No cost
EL updates	Amy Morris, Angie Engstrom	30 minutes	Sign in sheet from meeting, meeting agendas, handouts, presentations	Morris, Engstrom, Henry, Gilbert	No cost
Guided Reading Training	Instructional Coach and AP	25 minutes in preplanning, one-to-one peer observation (coaching sessions) yearly, follow up as needed	Sign in sheets, peer observation action plan	Instructional Coach and Assistant Principal	Paper and ink Leveled readers
Constructed Response writing	Instructional Coach and Grade Levels	2 hour release time in September, After each of the 3 mock writings	Meeting agenda, lesson plans and units created	Grade level leaders	Cost of subs for release time, social studies weekly and storyworks subscriptions

County Line Elementary School





## Barrow County School System

Boldly Committed to Student Success

Grade Level Professional Learning Communities	Grade Level Reps	Weekly for 45 minutes	Student work, lesson plans	Instructional Coach	Coaches salary
Math Workshop	Kathy Spruiell	2- 1 hour sessions on fact fluency; 2-1 hour sessions on math workshop	Lesson plans, daily schedules	Instructional Coach	No cost
Bernadette Lambert - summarizing strategies for ELA	Ms. Lambert	September	Agenda, lesson plans, student work	Instructional Coach, AP	\$3,850
CGI Training, K-3	AP, IC, & CGI teacher leaders	Quarterly	Lesson plans, student work, peer observations, teacher observations & walk-throughs	AP & IC	
CGI Training, grades 4 and 5	RESA		Lesson plans, student work, peer observations, teacher observations & walk-throughs	RESA	\$50 per teacher substitutes (covered in house)
PBIS Training	Principal, AP, IC, PBIS teacher leaders	Fall 2016	Teacher observations & walk-throughs, PL sign-in sheets & lesson plans.	Principal & AP	

