



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

NAME OF SCHOOL PRINCIPAL: Ms. Shawanna Stevens

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

Schoolwide Title 1 School Targeted Assistance Title 1 School Non-Title 1 School

Comprehensive Support School Targeted Support School

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	Dr. David Beeland	8/3/17
System Professional Learning Coordinator	Ms. Ginger Crosswhite	
School Governance Team Chairperson	Mrs. Jen Williams	
Principal	Ms. Shawanna Stevens	





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Writing	<p>Milestones and district writing assessment results/teacher feedback</p> <p>EOG 2017 in Writing and Language students in "remediate learning" category:</p> <ul style="list-style-type: none"> 3rd grade: 39% 4th grade: 49% 5th grade: 61% 	Students, Teachers, Parents, SGT team, community members	<p>Report Cards/Parent-teacher conferences</p> <p>Progress folders</p> <p>Grade Level/Classroom Newsletters</p> <p>Grade Level/Teacher Websites</p>
ELA - Reading	<p>DIBELS composite "at grade level"</p> <ul style="list-style-type: none"> • K=89% • 1=70% • 2=73% • 3=70% <p>TRC at or above grade level"</p> <ul style="list-style-type: none"> • K=80% • 1=69% • 2=77% • 3=74% • 4=85% • 5=75% <p>GA Milestones-Reading "at or above grade level"</p> <p>*Re-takes not included</p> <ul style="list-style-type: none"> • 3rd grade=83% • 4th grade=68% • 5th grade=67% 	Students, Teachers, Parents, SGT team, community members	<p>Report Cards/Parent-teacher conferences</p> <p>APTT Meetings</p> <p>Progress folders</p> <p>Grade Level/Classroom Newsletters</p> <p>Grade Level/Teacher Websites</p>
Least Restrictive Environment	<p>2016-2017 students served in general education classroom</p> <ul style="list-style-type: none"> • 33% of special education students were served in the general education classroom 80% of the day or more. • 5.8 points on the 2016 CCRPI report • ELA- SPED GMA- 59.65- below grade level • Math- SPED GMA- 44.83 - below grade level • Reading- SPED GMA- 27.48 below grade level 	Students, Teachers, Parents, SST team, IEP teams	SST Meetings, Initial Eligibility Meetings, IEP Meetings





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Achievement Gap	5.8 points on the 2016 CCRPI report, which includes the lowest-scoring 25% of students, regardless of general or special education status. ELA- EL GMA- 44.6 - met expectations (compared to target of 63.6, which the school achieved 60.9 as a whole) ELA- SPED GMA- 59.65- below grade level Math- SPED GMA- 44.83 - below grade level Reading- SPED GMA- 27.48 below grade level	Students, Teachers, Parents, SST team, students, RTI team	Comprehensive Needs Assessment Meetings, School website, APTT
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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>85% of students will demonstrate growth of one level or more in writing on the BCSS rubric.</p> <p>Percentage of students scoring at the Monitor and Accelerate level on the Milestones ELA will increase to 3rd grade- 65% 4th grade- 65% 5th grade- 55%</p> <p>Increase the number of students (2nd-5th grade) scoring at or above grade level on EOY MAP (Language domain) assessment by 10% from BOY administration.</p>	<p>Review writing samples, discuss data and progress towards goal with leadership team and grade level Professional Learning Communities (PLCs).</p> <p>Incorporate one writing in response to a VR field trip each grading period.</p>	<p>Instructional Coach and AP</p> <p>Instructional coach, digital coach, grade level chairs</p>	<p>Meetings to analyze data will be scheduled to follow the district writing assessments given in September (BOY), January (MOY), and March (EOY).</p> <p>Quarterly grade level PLCs to discuss common writing prompt related to VR field trip & then review writing samples.</p>	<p>Minutes from PL with K-5th grade teachers.</p> <p>Student writing samples</p> <p>Anecdotal notes from student conferences</p> <p>Minutes from grade level PLCs,</p> <p>Student writing samples.</p> <p>Anecdotal notes from student conferences.</p>	<p>Leaders Demonstrate: Scheduling and structures to allow time for district writing assessment. Guidelines on grading procedures. Knowledge of writing data and Instructional Strategies to support writing</p> <p>Teachers Demonstrate: 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>Students Demonstrate: Knowledge of the writing process and effective writing techniques as described by the Georgia Standards of Excellence</p>	<p>Check progress with grade levels towards goals following each test administration.</p> <p>District Writing Assessments in will take place 3 times per year.</p> <p>Quarterly check-in with grade levels re: VR field trip writing responses</p>	<p>Paper and ink</p> <p>BCSS/ GA DOE rubrics</p> <p>VR Goggles, field trip master list, BCSS/GA DOE rubrics</p>	<p>BCSS Indicators*: CIA, ITI, LSAS, CCRS</p> <p>AdvancedED: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2</p> <p>GA Standards: Planning and Org., PD, C&I, Assess.</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>Percentage of students scoring on or above grade level in Reading on the 2018 Milestones will be: 3rd = 85% 4th = 85% 5th = 75%</p> <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>Increase the number of students (2nd-5th grade) scoring at or above grade level on EOY MAP (reading domain) assessment by 10% from BOY administration.</p>	<p>Teachers (grades K-3) will implement effective, differentiated reading instruction within a 100 minute Literacy Block:</p> <p>Readers 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, & Vocabulary (15 min)</p> <p>Teachers (grades 4-5) will implement a modified combination of Readers/Writers Workshop in order to implement a Balanced Literacy program.</p>	Principal, AP, IC	Ongoing	<p>Lesson Plans, teacher observations</p> <p>Report cards, data notebooks, anecdotal notes, conference notes</p>	<p>Leaders Demonstrate: Understanding of balanced literacy components, knowledge of guided reading components, understanding of effective reading instruction (small groups, mini-lessons, conferring w/ students)</p> <p>Teachers Demonstrate: Effective planning and implementation of literacy block including guided reading, readers workshop, and word work</p> <p>Students Demonstrate: 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 walkthroughs</p> <p>Weekly grade level meetings</p> <p>Data review meetings</p>	<p>Paper, ink, leveled readers, StoryWorks</p>	<p>BCSS Indicators: CIA, LSAS, PL, AA, PS</p> <p>AdvancED: Standard: 1, 3, 4, 5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment</p>





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	<p>Develop a culture of literacy by offering student choice and using a variety of ways to document their reading lives. Provide students multiple formats in which to document books they have read in ways that meet their learning styles/preferences. Examples of this include (but are not limited to) the following:</p> <ul style="list-style-type: none"> Utilize online portfolios, Google forms, book records Publish student work and projects online - QR codes on display Student spotlight - book talks on announcements 	Instructional Coach, AP, Media Specialist	Weekly	Lesson Plans, Choice Boards, Rubrics, Published student work (in the halls and online)	<p>Leaders Demonstrate: Effective facilitation of group discussions regarding strategies and tools</p> <p>Teachers Demonstrate: Analysis of class level data to revise instructional planning to best meet the needs of students, modeling a love of reading, modeling platforms for documenting reading.</p> <p>Students Demonstrate: read, read, read. Students document reading through platforms that fit their preferences and learning styles</p>	<p>Informal Grade level checklist</p> <p>Monthly leadership team checklist</p>	Technology, purchasing & updating apps as needed	<p>BCSS Indicators: CIA, LSAS, PL, ITI, CC, PS</p> <p>AdvancED: Standard:1,2,3,4,,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment , school culture, family and comm. Eng.</p>
	<p>Analyze assessment data (DIBELS [K-2], TRC [K-5], MAP [2-5]) in grade level teams to guide instruction.</p> <p>Teachers will collaborate with a peer to complete two observations during literacy and/or co-taught instruction. At least one observation will utilize the Swivl cam. Both observations will incorporate specific discussion protocols (examples: charrette, five whys for inquiry, etc.)</p>	Instructional Coach, AP	<p>3 times per year following administration of assessments</p> <p>Twice yearly - once in the fall and once in the spring</p>	<p>Lesson Plans, Intervention Group Lists, DIBELS/ TRC Data, Assessment spreadsheets</p> <p>Swivl videos, observations notes</p>	<p>Leaders Demonstrate: Management of time and scheduling to allow for data meetings and peer observations, as well as effective facilitation of group discussions regarding data and instructional decisions made as a result of data</p> <p>Teachers Demonstrate: Analysis of class level data to revise instructional planning to best meet the needs of students. Effective communication with peers.</p> <p>Students Demonstrate: Growth due to data-driven instruction.</p>	<p>Weekly data meetings</p> <p>Informal walkthroughs</p> <p>Maintenance of data displayed in the school-wide data room.</p>	<p>Paper, ink, copies</p> <p>Swivl camera</p>	<p>BCSS Indicators: CIA, LSAS, PL, AA, PS</p> <p>AdvancED: Standard: 1,3,4,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment</p>





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	Teachers in special education classrooms will utilize specialized instruction resources (Wilson FUNdations and/or SRA) to meet the needs of all students who receive Direct Instruction in reading.	AP & SPED Department Chairperson	Ongoing	Workbooks, teacher lesson plans, informal and formal observation	<p>Leaders Demonstrate: Expectation and monitoring of daily specialized reading instruction</p> <p>Teachers Demonstrate: Effective implementation of specialized reading instruction on a daily basis</p> <p>Students Demonstrate: Utilization of reading strategies and increased 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 walkthroughs</p>	Cost of consumables and replacement text, additional teacher manuals as needed	<p>BCSS Indicators: CIA, LSAS, AA</p> <p>AdvancED: Standard: 1,3,4,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment</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			
Increase CCRPI Achievement Gap points from 5.8 to 7.8.	Increase the number of special education students served in the regular education classroom using the co-teach model.	AP, SPED Dept. Chairperson	Ongoing	IEPs, Lesson plans, formal and informal observations	<p>Leaders Demonstrate: Expectation of differentiated instruction to support SPED student success in general education setting.</p> <p>Teachers Demonstrate: Effective collaboration and communication with co-teacher to meet the needs of each student with combined efforts.</p> <p>Students Demonstrate: Increased academic achievement due to greater availability of support and access to different teaching styles.</p>	<p>SPED team weekly meeting/planning</p> <p>Formal and informal classroom observations and walkthroughs</p>	Ink, Paper, Professional Learning Library	<p>BCSS Indicators: CIA, LSAS, PL, AA, PS, CC</p> <p>AdvancED: Standard: 1,3,4,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment, school culture, planning and org.,</p>
	Provide specialized small group reading instruction to bottom 25% grades K-3.	Title 1 parapro, IC	Ongoing	Sight word checks, DIBELS scores, TRC scores	<p>Leaders Demonstrate: Ability to analyze data to identify the students in need of reading instruction and allocate time with Title 1 parapro to provide focused instruction.</p> <p>Teachers Demonstrate: Ability to identify skills to focus on and provide direct instruction to increase academic achievement.</p> <p>Students Demonstrate: Increased proficiency in reading as evidenced by DIBELS and TRC scores.</p>	<p>Data team meetings</p> <p>Classroom walkthroughs and observations</p>	DIBELS DRI box	<p>BCSS Indicators: CIA, LSAS, AA</p> <p>AdvancED: Standard: 1,3,4,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment</p>





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	Weekly PLC meetings by grade level with monthly administrative support.	Principal, AP, IC	Weekly, during grade level planning time	Agendas, meeting minutes, BCSS PLC template	<p>Leaders Demonstrate: Willingness to communicate and model effective teaching methods.</p> <p>Teachers Demonstrate: Ability to analyze student work in order to propel instruction forward.</p>	Grade level meeting minutes	Technology	<p>BCSS Indicators: CIA, PL, CC, OE</p> <p>AdvancedED: Standard: 1,2,3,4,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment, leadership, planning and org.</p>
	Provide PL/book study for faculty and staff on <i>Teaching with Poverty in Mind</i> by Eric Jensen	Principal, AP, IC	Monthly, during grade level planning time	Sign-in sheets, Teacher artifacts	<p>Leaders Demonstrate: An understanding of how poverty impacts our students and a working knowledge of how to work with students from poverty</p> <p>Teachers Demonstrate: The ability to impact academic achievement through an increased knowledge of the unique challenges faced by children of poverty.</p> <p>Students Demonstrate: An increase in social, emotional, and academic achievement due to changes in teachers' attitudes and behavior regarding students in poverty</p>	PLC meetings	Copies of <i>Teaching with Poverty in Mind</i> for each faculty member	<p>BCSS Indicators: CIA, LSAS, PL, SE, CC, PS</p> <p>AdvancedED: Standard: 1,2,3,4,5</p> <p>GA Standards: Professional Development, School Culture, Family and Comm. Eng.</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			
Maintain 5 star climate rating.	<p>Provide PL/book study for faculty and staff on <i>Teaching with Poverty in Mind</i> by Eric Jensen</p> <p>Teachers will make a positive phone contact with every parent within the first 10 days of school (include information about APTT meetings)</p>	<p>Principal, AP, IC</p> <p>Principal, AP, K-5 Teachers</p>	<p>Monthly during grade level planning time</p> <p>Aug 1-12</p>	<p>Agendas and Professional Learning Plan</p> <p>Contact logs</p> <p>Family Friendly Schools walkthrough instrument</p>	<p>Leaders Demonstrate: Understanding of the components of creating a Family Friendly School through positive communication.</p> <p>Teachers Demonstrate: 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>Students Demonstrate: Positive relationship with teachers which will in turn increase their academic success, as well as their overall social and emotional health.</p>	<p>Discuss progress with leadership team.</p> <p>Check progress towards goals quarterly with entire staff.</p>	<p>Copies of <i>Teaching with Poverty in Mind</i> for each faculty member</p>	<p>BCSS Indicators*: CIA, LSAS, PL, SE, CC, PS, C</p> <p>AdvancED: Standard: 1, 3, 4, 5, 2</p> <p>GA Standards: Family and Comm. Eng., School Culture, Planning and Org., Leadership</p>
	Implement Academic Parent Teacher Teams	APTT Core Team	August 2017, January 2018, May 2018	Meeting agendas, Teacher presentations, Parent sign-in sheets	<p>Leaders Demonstrate: Understanding of the components of successful implementation of APTT. Provide support/additional meeting times for families who were not able to attend the original meeting.</p> <p>Teachers Demonstrate: Understanding of the importance of training parents/families to support students at home in achieving goals set for students by the school.</p> <p>Students Demonstrate: Motivation to attend APTT nights with their parents and participation in the activities at home with their families.</p>	<p>Discuss successes and needs at both the Core Team meetings that occur directly after each APTT meeting and the teacher debrief sessions in grade level PLCs the week following.</p>	<p>Cost of materials required to update activities at the substantial meetings and supplemental materials if new students need them, district-approved interpreters</p>	<p>BCSS Indicators: CIA, LSAS, PL, SE, AA, C, PS, CC</p> <p>AdvancED: Standard: 1,3,4,5</p> <p>GA Standards: Professional Development, Curriculum and instruction, assessment, family and Comm. Eng., School Culture</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			
Maintain 5 star climate rating.	Complete Georgia DOE Family Friendly School Partnership Walkthrough instrument	Principal, AP, IC, APTT core team	Fall 2017	Parent Survey Results, Sign in sheets Family Friendly Schools Walkthrough instrument	Leaders Demonstrate: Understanding of the components of creating a Family Friendly School through positive communication. Teachers Demonstrate: 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.	Discuss progress with leadership team. Check progress towards goals quarterly with entire staff.	No cost	BCSS Indicators*: CIA, LSAS, PL, SE, CC, PS, C AdvancED: Standard: 1, 3, 4, 5, 2 GA Standards: Family and Comm. Eng., School Culture, Planning and Org., Leadership





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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
Creating a Culture of Literacy	Digital Coach/Media Specialist, IC	Monthly at faculty meetings	Students produces products	Media Specialist	Student devices (iPads & Chromebooks), additional apps to support literacy & student products
Instructional Data Teams	Instructional Coach, AP	Three times per year following DIBELS, MAP, TRC assessment windows.	Minutes from meetings including remediation plans, charts of student progress	Instructional Coach and Assistant Principal	Paper and ink
Dealing with Poverty, Safe and Welcoming Schools	Principal	Once a month during grade level planning.	Minutes from meetings	Principal	Paper and ink
RTI Training	Assistant Principal	45 minutes monthly	RTI spreadsheet and agenda	AP	Paper and ink
APTT Training	APTT Core Team	7/28/17; 10/6/17; 1/5/18; 2/18/18	Agenda, meeting minutes, sign-in sheets, classroom data, teacher presentations	Instructional Coach and Assistant Principal	Paper, ink, office supplies (post-it notes, highlighters, etc.)





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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
Gifted updates	Cathy Mason	30 minutes yearly	Sign in sheet from meeting, meeting agendas, handouts, presentations	Mason	No cost
EL updates	Angie Turner	30 minutes yearly	Sign in sheet from meeting, meeting agendas, handouts, presentations	Turner	No cost
Differentiated Professional Learning based on Teacher Needs	Instructional Coach, AP, SPED Department Chairperson	Ongoing coaching, "Unconference", small group book studies	Sign in sheets, meeting minutes, coaching notes	Instructional Coach and Assistant Principal	Paper and ink
Grade Level Professional Learning Communities	Grade Level Reps	Weekly for 45 minutes	Student work, lesson plans, meeting minutes	Instructional Coach, Assistant Principal	Coach's 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
CGI Training, K-3	AP, IC, & CGI teacher leaders	Quarterly	Lesson plans, student work, peer observations, teacher observations & walkthroughs	AP & IC	Coach's salary





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PBIS Training	Principal, AP, IC, PBIS teacher leaders	Fall 2017	Teacher observations & walkthroughs, PL sign-in sheets & lesson plans	Principal & AP	No cost
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