



**Barrow County School System**

Boldly Committed to Student Success

# Kennedy Elementary School

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)**

**TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN**

**PROFESSIONAL LEARNING PLAN**

**NAME OF SCHOOL PRINCIPAL: Mr. Ryan Butcher**

**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	9/2/16
Title I Director	David Beeland, Jr.	9-1-16
System Professional Learning Coordinator	Meggan McNally	9/1/16
School Governance Team Chairperson	Heather Williams	9/26/16
Principal	Ryan Butcher	8/31/16





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### Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Parent Engagement	PACT meeting attendance- only 19.6% of parents attending 2 or more PACT meetings - parent conference attendance- 62% of parents attending 1 , surveys, parent volunteer data	All staff Parents	PACT Meetings Curriculum Night School Governance Team
Decoding and Phonemic Awareness in Kindergarten- 2nd grade Students	Anecdotal records from Boxed Instruction Data- All kids in Kindergarten and 1st grade. 75% of students moved more than 2 "boxes" throughout the year. Dibels Next GKIDS 6 Week Goals- 68% of students meeting goals for 5 of 6 week goal sessions	Leadership Team Grade Level Teachers EIP Teachers Parents	PACT Meetings Curriculum Night Data sheets
3-5 Reading Fluency	STAR Reports Dibels Next Study Island- FLP Data 6 Week Goals- 65% of students meeting goals for 5 of 6 week goal sessions	Leadership Team Grade Level Teachers EIP Teachers Parents	PACT Meetings Curriculum Night Data sheets
K-5 Vocabulary (Include Math)	Dibels Next/TRC GKIDS STAR Reports Study Island FLP Data 6 Week Goals	Leadership Team Grade Level Teachers EIP Teachers Parents	PACT Meetings Curriculum Night
Writing in all areas Professional Learning in writing for K-2	Writing Data Assesslet data Survey- 85% of teachers in k-2nd grade asked for professional learning in writing for K-2	Leadership Team Grade Level Teachers EIP Teachers, Parents	PACT Meetings Curriculum Night
Math Fact Mastery	Weekly Grade Level Goals- 58% of students met goal in 5 of 6 goal sessions	Leadership Team Grade Level Teachers EIP Teachers, Parents	PACT Meetings Curriculum Night
Number Sense	GKIDS 6 Week Goals- 58% of students met goal in 5 of 6 goal sessions Study Island	Leadership Team Grade Level Teachers EIP Teachers, Parents	PACT Meetings Curriculum Night
Explaining Math Answers in writing	Assesslet & Benchmark Data	Leadership Team Grade Level Teachers EIP Teachers	PACT Meetings Curriculum Night
Professional Learning in Guided Reading for 3-5	Survey- 85% of teachers 3-5th grade asked for professional learning in Guided reading	All Staff	
Professional Learning on reflecting on teaching practices	Survey	All Staff	

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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 in 3rd-5th grades will have typical or high growth on the Georgia Milestones English Language Arts EOG (72% baseline)</p> <p>80% of all students in grades K-5 will be reading at grade level as evaluated on the Barrow County Reading Correlation Chart. (Baseline 75% of 3-5 students according to Ga Milestones scores)</p>	<ul style="list-style-type: none"> <li>- Students will be provided enrichment/ remediation/ intervention in ELA/Reading</li> <li>-EIP students will be served in small (5 student to 1 teacher or less) groups focusing on intense ELA interventions</li> <li>-Students will keep 6 week goal sheets to be signed by parents and discussed at PACT meetings monitoring their progress on specific skills as identified by grade levels.</li> <li>-All members of school will participate in a sustained reading time.</li> <li>-Teachers will participate in guided reading professional learning with Ms. Peggy Terrell</li> <li>-Guided Reading delivered to all students</li> <li>-Bottom 25% of performing students in ELA will receive small group Literacy instruction through the FLP.</li> <li>-Students will answer school assigned GOFAR questions to prepare for Georgia Milestones.</li> <li>-Teachers will video and reflect a lesson Accountability partners will view video and provide feedback.</li> <li>- Focus will be on cognitive engagement, classroom management, and higher order thinking skills.</li> <li>-Monthly PLC's</li> </ul>	<ul style="list-style-type: none"> <li>- Sammy Pattillo for intervention and EIP</li> <li>- Grade level reps (Harris, Stephens, Prickett, McCoy, Ham, Chupp) for goals</li> <li>All homeroom teachers for Sustained Reading and Guided Reader. This will be monitored through lesson plans by Butcher and Meadows</li> <li>- Kristen Elrod will be Captain for FLP.</li> <li>-Ryan Butcher will monitor GOFAR</li> <li>-Butcher, Meadows, and Vickers will be captains for Lesson reflections</li> </ul>	<p>Daily during 45 minute intervention time</p> <p>45 minutes, 2 or 3x per week.</p> <p>PACT meetings held quarterly? (Oct 3,4 &amp; 6; Jan 23, 24 &amp; 26; May 1,2 &amp; 4)</p> <p>Each day for a minimum of 10 minutes</p> <p>4x during the school year. TBD</p> <p>At least 3x a week (K-2) and at least 1x per week (3-5)</p> <p>Once every 6 days</p> <p>Once per month</p>	<p>6 weeks goal sheets</p> <p>Ga Milestones TRC/Dibels Next Assessments Benchmark Assessments Study Island Reports</p>	<p><b>Leaders Demonstrate:</b> The importance of reading on grade level by providing the resources and professional learning needed for teachers to utilize effective instructional strategies that meet the individual needs of all learners.</p> <p><b>Teachers Demonstrate:</b> The ability to use a variety of instructional strategies and interventions to meet the individual needs and ensure that all students are reading on or above grade level.</p> <p><b>Students Demonstrate:</b> Mastery of ELA content standards as evidenced by their ability to read on or above grade level.</p>	<p>We will be monitoring progress on ELA goals during monthly faculty meeting. 8/30, 9/27, 10/25, 11/29, 1/31, 2/28</p>	<p>Remedial Instruction in core classes; Paraprofessional salaries, Title I</p> <p>Instructional Supplies; \$2819 Title I</p> <p>FLP Teacher and parapro District Title I Set Aside</p> <p>Instructional Coach Salary and benefits, Title I</p>	<p><b>BCSS Indicators:</b> 1:1</p> <p><b>AdvancED:</b> Standard 3:1-11 Standard 5:1-5</p> <p><b>GA Standards:</b> CS1-3 A1-5 I1-8</p>

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<p>73% of students in 3rd-5th grades will have typical or high growth on the Georgia Milestones Math EOG (69.6% baseline)</p> <p>90% of all students will have mastered grade level assigned (1st - addition through 20, 2nd Subtraction through 20, 3rd- multiplication through 12, 4th Division through 12, 5th Mixed) basic math facts.</p>	<ul style="list-style-type: none"> <li>- Students will be provided daily enrichment/remediation/intervention in Math during 45 minute intervention time.</li> <li>-EIP students will be served in small (5 student to 1 teacher or less) groups focusing on intense ELA interventions 45 minutes per day 2 or 3 times per week.</li> <li>-Students will keep 6 week goals sheets to be signed by parents and discussed at PACT meetings monitoring their progress on specific skills as identified by grade levels.</li> <li>-Students will spend at least 5 minutes daily practicing grade level specific math fact practice</li> <li>-K-3 math teachers implement CGI lessons 3 times a week</li> <li>-Students will answer school assigned GOFAR questions to prepare for Georgia Milestones.</li> <li>- All teachers will maintain a word wall with content specific vocabulary.</li> <li>-Teachers will video and reflect a lesson once a month.</li> <li>-Accountability partners will view video and provide feedback.</li> <li>- Focus will be on cognitive engagement, classroom management, and higher order thinking skills.</li> <li>-Monthly PLC's</li> </ul>	<ul style="list-style-type: none"> <li>- Sammy Pattillo for intervention and EIP</li> <li>- Grade level reps (Harris, Stephens, Prickett, McCoy, Ham, Chupp) for goals</li> <li>- All homeroom teachers for math practice. This will be monitored through lesson plans by Butcher and Meadows</li> <li>- Butcher and Meadows will monitor CGI through lesson plans</li> <li>- Butcher will monitor GOFAR</li> <li>-Butcher, Meadows, and Vickers will be captains for Lesson reflections</li> </ul>	<p>Daily during 45 minute intervention time</p> <p>45 minutes, 2 or 3x per week.</p> <p>PACT meetings held quarterly? (Oct 3,4 &amp; 6; Jan 23, 24 &amp; 26; May 1,2 &amp; 4) Each day for a minimum of 5 minutes</p> <p>At least 3x a week (K-2) and at least 1x per week (3-5)</p> <p>Once every 6 days</p> <p>Once per month</p>	<p>6 weeks goal sheets</p> <p>Ga Milestones Benchmark Assessments Study Island Reports</p>	<p><b>Leaders Demonstrate:</b> The importance of mastering grade level specific skills by providing the resources and professional learning needed for teachers to utilize effective instructional strategies that meet the individual needs of all learners.</p> <p><b>Teachers Demonstrate:</b> The ability to use a variety of instructional strategies and interventions to meet the individual needs and ensure that all students are mastering grade level specific skills.</p> <p><b>Students Demonstrate:</b> Students will have grade level mastery of assigned math facts. Students should be able to successfully solve performance-based math tasks.</p>	<p>We will be monitoring progress on ELA goals during monthly faculty meeting. 8/30, 9/27, 10/25, 11/29, 1/31, 2/28</p>	<p>CGI Professional Learning Title II</p> <p>Remedial Instruction in core classes; Paraprofessional salaries, Title I</p> <p>Instructional Supplies; \$2819 Title I</p> <p>Instructional Coach Salary and benefits, Title I</p>	<p><b>BCSS Indicators*:</b> 1 1</p> <p><b>AdvancED:</b> Standard 3:1-11 Standard 5:1-5</p> <p><b>GA Standards:</b> CS1-3 A1-5 I1-8</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>We will have a gap size/gap change total score of 10 or higher as evaluated on the State CCRPI score (baseline 8)</p>	<p>-Flexible Learning Program for the bottom 30% of students in Reading at each grade level 1x every 6 days.</p> <p>-Specific Study Island assignments given by teacher that are specific to need of students.</p> <p>-EIP instruction in Reading will be given in small intensive groups</p> <p>- Teachers will collaborate in PLC's to share strategies for improving the academic achievement of struggling students.</p>	<p>-Kristen Elrod will be in charge of FLP data</p> <p>-Mr. Butcher will send weekly reports on Study Island but homeroom and small group teachers will be responsible for reassigning and communicating with parents.</p> <p>-Sammy Pattillo will be the EIP person</p>	<p>Students rotate to FLP once every 6 days</p> <p>Every day for 45 minutes at least 2x per week.</p> <p>Monthly</p>	<p>Student portfolios in FLP lab and small group instruction</p> <p>Study Island reports</p> <p>Daily attendance; progress checks</p> <p>Sign-in sheets; Agendas</p>	<p><b>Leaders Demonstrate:</b>The importance of identifying the students who are performing in the bottom 25% of a specific skill so that remediation and intervention can be planned for appropriately.</p> <p><b>Teachers Demonstrate:</b> appropriate selection of interventions and remediation to address specific needs of students who may be struggling in a certain academic area.</p> <p><b>Students Demonstrate:</b> On grade level proficiency</p>	<p>We will be monitoring progress on ELA goals during monthly faculty meeting. 8/30, 9/27, 10/25, 11/29, 1/31, 2/28</p>	<p>FLP Teacher and parapro District Title I Set Aside</p> <p>Study Island, Title I School Improvement Grant</p> <p>Remedial Instruction in core classes; Paraprofessional salaries, Title I</p> <p>Instructional Coach Salary and benefits, Title I</p>	<p><b>BCSS Indicators*:</b>1 1</p> <p><b>AdvancED:</b> Standard 3:1-11 Standard 5:1-5</p> <p><b>GA Standards:</b> CS1-3 A1-5 I1-8</p>





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<p>75% of students in grades 3-5 will score a 2 or higher on narrative writing prompt on Georgia Milestones</p>	<p>-Familiarize all students and all teachers with approved narrative rubric.</p> <p>-Students will write one independent narrative piece per grading period that teachers will grade using approved narrative rubric and give specific feedback.</p> <p>-Recognize student writers with writing wall</p> <p>-Students complete assignments on Google classroom</p> <p>-Each student in grades 3-5 will complete 2 cafeteria writings</p> <p>-K-2 teachers professional development in writing with Peggy Terrell</p> <p>- Teachers will implement Ms. Terrell's strategies into their classroom instruction.</p> <p>-3-5 ELA teachers will provide professional development on narrative strategies to staff</p>	<p>-Instructional Coach will set up sessions with Peggy Terrell and work with her.</p>	<p>September, November, January, March (Sessions with Ms. Terrell)</p>	<p>Video lessons, student writing samples scored on state/county rubrics.</p>	<p><b>Leaders</b>  <b>Demonstrate:</b> The importance of writing on grade level by providing the resources and professional learning needed for teachers to utilize effective instructional strategies that meet the individual needs of all learners.</p> <p><b>Teachers</b>  <b>Demonstrate:</b>The ability to use a variety of instructional strategies and interventions to meet the individual needs and ensure that all students are writing in a manner that successfully addresses all elements of the county approved writing rubric</p> <p><b>Students</b>  <b>Demonstrate:</b>Mastery of writing standards as evidenced by their ability to write narratives in a way that successfully addresses all points of county adopted writing rubric.</p>	<p>Sign in sheets, video lessons</p>	<p>Professional learning \$2000</p> <p>Instructional Coach Salary and benefits, Title I</p>	<p><b>BCSS Indicators*:</b>1  <b>AdvancED:</b> Standard 3:1-11  Standard 5:1-5  <b>GA Standards:</b> CS1-3  A1-5  I1-8</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			
40% of parents will attend at least 2 of the 3 PACT meetings (19.6% of parents attended 2 of the 3 PACT meetings last year)	-Notify parents via email, agendas, classroom newsletters, monthly newsletters, website, phone calls we will do these in all available languages as possible.	Admin.	PACT meetings held quarterly (Oct 3,4 & 6; Jan 23, 24 & 26; May 1,2 & 4)	Sign in sheets	<p><b>Leaders Demonstrate:</b> The importance of parent engagement in the success of students as well as the impact on school culture.</p> <p><b>Teachers Demonstrate:</b> The importance of parent engagement in the success of students as well as the impact on school culture.</p>	We will collect sign in sheets each PACT and send "wish you were here" letters to those who do not attend with survey of why they could not attend.	Instructional Supplies, Title I, \$500	<p><b>BCSS Indicators:</b>3</p> <p><b>AdvancED:</b>2.1, 2.2, 2.3, 2.4</p> <p><b>GA Standards:</b> PO 1-4 FCE 1-5</p>
80% of parents will attend 2 face to face conferences	-Have preset conference dates available on calendar and website	Admin.	1st conference (Dec. 2-9) 2nd Conference (Feb 27-Mar 6)	Sign in sheets and conference summaries	<p><b>Students Demonstrate:</b> Demonstrate improvement in targeted foundational skills.</p>	Progress on foundational skills will be monitored and discussed in leadership team meetings.		





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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			
All 7 members of the School Governance Team will have 80%+ attendance at the 5 School Governance Team meetings	<ul style="list-style-type: none"> <li>-Have school-wide election to elect teacher candidate</li> <li>-Have school-wide election to elect parent member</li> <li>-Place dates on school calendar</li> <li>-Reminder phone calls and emails</li> </ul>	Ryan Butcher	August	Attendance taken on eboard	<p><b>Leaders Demonstrate:</b> The importance of involving stakeholders in the decision making process..</p> <p><b>Teachers Demonstrate:</b> An understanding on how they impact school decision making as a member of the governance team.</p>	Monthly attendance	None	<p><b>BCSS Indicators:</b> 3</p> <p><b>AdvancED:</b>2.1, 2.2, 2.3, 2.4</p> <p><b>GA Standards:</b> PO 1-4, FCE 1-5</p>
Kennedy Elementary School will have a 4 or 5 Star School Climate rating on the CCRPI.	<ul style="list-style-type: none"> <li>- Monthly teacher recognitions</li> <li>- Monthly student welcome activities</li> <li>- PTO creation</li> <li>- increase use of social media to communicate with parents</li> <li>- Implementing 2 face-to-face parent conferences</li> <li>- PACT meetings</li> </ul>	Ryan Butcher Pat Meadows	Monthly Monthly August initial meeting Weekly December & February October, January, May	CCRPI score	<p><b>Leaders Demonstrate:</b> the importance of school climate and culture on the overall perception and success of the school.</p> <p><b>Teachers Demonstrate:</b>the importance of school climate and culture on the overall perception and success of the school</p> <p><b>Students Demonstrate:</b> Pride in being a KES student.</p>		Instructional Supplies, Title I \$500	<p><b>BCSS Indicators:</b></p> <p><b>AdvancED:</b> 2.1, 2.2, 2.3, 2.4</p> <p><b>GA Standards:</b> PO 1-4, FCE 1-5</p>







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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
3-5 professional learning on Guided Reading with Peggy Terrell	Ryan Butcher Mark Vickers Peggy Terrell	September November January March	Video Lessons Student Reading Logs Student Reports on TRC/Dibels Next Study Island Reports	Sign-in sheets Video Lessons	\$4000
K-3 professional learning on Writing Across the Curriculum with Peggy Terrell	Ryan Butcher Mark Vickers Peggy Terrell	September November January March	Video Lessons Student Writing Samples scored on County Rubric	Sign-in sheets Video Lessons	\$2000
Video and reflection on teacher practice with discussion with chosen accountability partner. Focus on Cognitive Engagement, classroom management, and higher-order thinking.	All teachers	1x per month	Video lessons Reflection sheets	Uploaded video lessons Reflection sheets	\$2500 for SWIVL's
WIDA Standards training	April Sims Heather Williams	July 25, 2016	Video Lesson Powerpoint	Sign-in sheets	
GIFTED Education Training	Jodi Sorrells	July 25, 2016	Video Lesson Powerpoint	Sign-in sheets	
Mandated Reporter Training	Amanda McClenny	July 25, 2016	Video Lesson Powerpoint	Sign-in sheets	
Code of Ethics and Handbook Training	Ryan Butcher Pat Meadows	July 25, 2016	Google Classroom video and handbook upload	Handbook overview quiz	
SAMR Lessons	Jodi Sorrells	Monthly through PLC meetings Tuesday mornings	Videos Websites SAMR exercises	Sign-in sheet Classroom Observation notes	
3-5 Grade teachers will present writing strategies to staff	3rd-5th grade teachers Mark Vickers	3 weeks of the Tuesday morning meetings	Video Lessons Student Writing Samples scored on County Rubric	Sign in sheets Powerpoints videos	
All teachers will present professional learning topics throughout the year (topics will vary as need arises)	Mark Vickers Teachers	Monthly through PLC meetings Tuesday mornings		Sign-in sheets Video Lessons	

