



Barrow County School System

Boldly Committed to Student Success

Statham Elementary School

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

NAME OF SCHOOL PRINCIPAL: Dr. Swade Huff

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	Dr. David Beeland	9-1-16
System Professional Learning Coordinator	Mrs. Meggan McNally	9-2-16





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School Governance Team Chairperson	Mrs. Leigh Strickland	9-23-16
Principal	Dr. Swade Huff	9-23-16

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increased RTI time with two teams per grade level – academic and behavior	RTI data, GKIDS, TRC, DIBELS, benchmarks	Teacher leaders Students Administration	<ul style="list-style-type: none"> Contact schools that have RTI Specialists to see how they implement and carry out this service for students School website Parent link School Governance Team Social Media
Higher Order Thinking Skills training and understanding; DOK (especially K-2)	TRC (especially five comprehension questions); Mock Writing; CGI; CFAs; GMAs	Teachers Instructional Coach	Faculty training on higher order thinking skills
Teachers to reach out & mentor students. (i.e. coming to a teacher's class to help out, etc.) <ul style="list-style-type: none"> 236 office referrals in 2015-2016 	Office referrals – highest in county (230 referrals-GaDOE report for 2016)	Teachers, students, parents, counselors, administrators, and community leaders	Grade levels could “adopt” another grade to mentor PBIS Committee
Vertical meetings with other grade-levels in order to discuss planning and standards across grade levels. Possibility of unpacking standards during meetings.	GMAs; DIBELS; TRC; CFAs 2015-2016 Dibels data <ul style="list-style-type: none"> Kindergarten-85% 1st Grade-80% 2nd Grade-71% 3rd Grade-66% 	Teachers Administration Instructional Coach	Instructional coach will guide grade levels in meeting with other grade levels during vertical meetings to unpack standards and discuss expectations of students in previous and subsequent years.

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<p>Studying and collecting data on other schools in the state that have similar demographics with higher CCRPI ratings to see what they are doing to raise reading and math scores.</p>	<p>TRC; GMAs; CCRPI; CFAs; SLOs</p> <p>2016 Georgia Milestone Assessment:</p> <p>ELA: 76.57% of students in 3rd-5th grades were developing or higher</p> <p>Math: 86.34% of students in 3rd-5th grades were developing or higher</p> <p>Reading: 71.69% of students in 3rd-5th grades read at or above grade level</p> <p>5 Star Climate rating in 2016</p>	<p>Certified Teachers</p> <p>Administration</p> <p>Instructional Coach</p> <p>School Governance Team</p> <p>Parents</p> <p>Students</p>	<p>School website</p> <p>Parent link</p> <p>School Governance Team</p> <p>Social Media</p>
<p>Decrease the percentage of students who scored at a level 1 or 2 on the Georgia Milestone Assessment in Writing/ELA.</p>	<p>2016 GA Milestones ELA Level 1 and 2</p> <ul style="list-style-type: none"> - 69.48 % of 3rd grade students - 64.97 % of 4th grade students - 63.33% of 5th grade students 	<p>Attendees at Comprehensive Needs Assessment</p> <p>School Governance Team</p> <p>SES Leadership Team</p> <p>SES Faculty and Staff</p>	<p>School website</p> <p>Parent link</p> <p>School Governance Team</p> <p>Social Media</p>

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<p>Provide opportunities for parents to be involved in the learning environment and various school events:</p> <ul style="list-style-type: none">• Various themes nights (Curriculum, Fitness, Math, Science, and Multicultural)• Lunch and Learn• Awards Day/Graduation	<p>Parent Surveys with Need Assessment</p> <ul style="list-style-type: none">• 90.07% of parents felt they could actively be involved in the academic progress of their child• 93.62% of parents felt the school was responsive• 91.49% of parents felt they had opportunities to be involved with their child's learning	<p>Parents School Governance Team Leadership Team</p>	<p>School website Parent link School Governance Team Social Media</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>Goal 1A: The % of students reading at or above grade level on the TRC by May 2017 will increase to:</p> <ul style="list-style-type: none"> Kindergarten - 65% (baseline 60%) 1st grade - 78% (BL 73%) 2nd grade - 79% (BL 82%) 3rd grade - 69% (baseline 64%) 4th grade - ?? (BL ??) 5th grade - ?? (BL ??) <p>Goal 1B: By May of 2017, 80% of students in kindergarten through third grade will read at or above (green) grade level based on the DIBELS Next</p> <p>Goal 1C: By May of 2017, the % of students scoring at the developing, proficient, and distinguished levels on the ELA portions of the Georgia Milestones End of Grade Assessment will increase to 82%. (baseline 76.57-2016)</p>	<ul style="list-style-type: none"> SRA will be utilized to support readers needing support in 3rd-5th grades, EIP, Tier 3 – SST/RTI, and SPED. Utilize Reading Mentor Program (GOSA) to differentiate reading instructional practice based on Dibels Next data in 3rd grade. Implement TRC testing to monitor students' reading level & progress . Utilize the Wilson Reading Program to support SPED. Extend push-in EIP and ESOL support and small-group instruction. Utilize guided reading instruction to meet student's reading needs at individual levels. Implement GAME/Intervention Time for reading remediation and acceleration. Implement RTI interventions and meetings. Provide differentiated instructional segment in the day (extended learning) to further support students served in grades 3-5 based on instructional needs. Conduct a school-wide reading challenge with quarterly incentives to encourage all students to read for pleasure 4 Peer observations and 2 self-reflection videos; quarterly discussions during leadership meetings; modeling of instructional strategies as needed/requested. Teachers will participate in Professional Learning Communities (PLCs) concerning TRC data and differentiated reading instruction, and effective instructional practices and strategies. Peer observations and feedback; video lesson for self-reflection. 	<p>Admin.</p> <p>Instructional Coach</p> <p>Teachers</p> <p>Reading Mentor</p>	<p>DIBELS Next - August 2016, December 2016, and May 2017</p> <p>TRC data - August 2016, December 2016, May 2017</p> <p>SRA: Progress monitoring/ daily for SPED support/RTI</p> <p>Monthly data team meetings at each grade level</p> <p>Weekly grade level planning meetings</p> <p>Monthly RTI meetings beginning August 2016 thru May 2017.</p>	<p>TRC (Text Reading Comprehension)</p> <p>GAME Time assessments</p> <p>DRI boxed phonics assessments</p> <p>RTI graphs</p> <p>Common Formative Assessments;</p> <p>Dibels Next data</p> <p>GMA Reading Lexile data</p> <p>Lesson Plans</p> <p>Instructional Framework (ELA, Writing, Math, Science, Social Studies, Health/Physical Education, and Fine Arts)</p>	<p>Leaders Demonstrate: The importance of literacy by ensuring that teachers are properly trained and coached in the use of approaches and materials.</p> <p>Teachers Demonstrate: Fidelity and consistent use of resources and approaches to reading instruction.</p> <p>Students Demonstrate: Adequate progress with reading levels in accordance to each grade level.</p>	<p>SWAT team members will continue to assess BOY, MOY, and EOY</p> <p>School leaders will monitor TRC data as trained; GAME Time assessments; DRI boxed phonics assessments; RTI graphs</p> <p>Walkthrough observation data</p> <p>Discussions will take place August 2016, October 2016, December 2016, March 2017, and May 2017 at leadership meetings.</p>	<p>None</p>	<p>BCSS Indicators: CIA ITI LSAS PL</p> <p>AdvancED: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p>4.2</p> <p>5.1, 5.2, 5.3</p> <p>GA Standards: CS1, CS3</p> <p>A2, A3, A5</p> <p>I1, I2, I4, I5, I6, I9</p> <p>PL1, PL2, PL5</p> <p>PO2, PO3, PO4</p>
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<p>Goal1D: By May of 2017, 85% of 1st-5th grade students will perform at or above grade level on the quarterly mock writing assessments.</p>	<p>Follow county curriculum maps for writing instruction (i.e. Quarterly focus and shorter writing tasks per the curriculum map)</p> <p>Integrate writing across the curriculum: Every class should be writing in all subject areas.</p> <p>Use of technology (Document Cameras; chromebooks) for k-5 give student feedback and encourage student investment</p>	<p>Teachers</p>	<p>Quarterly administrations of mock writings during the 2016-2017 school year (quarterly)</p>	<p>Mock Writing Scores</p> <p>Lesson Plans</p> <p>Training with consultants (sign in sheets)</p> <p>Instructional Framework (ELA, Writing)</p>	<p>Leaders Demonstrate: The ability to work with teachers to determine the areas of writing in which students need to improve and provide resources and support necessary for teachers to provide writing instruction that results in higher levels of student proficiency.</p> <p>Teachers Demonstrate: The skills to impact student writing ability by teaching with fidelity according to the county curriculum map; teaching writing across the curriculum; and differentiating writing instruction to meet student needs.</p> <p>Students Demonstrate: Strong writing skills in all genres</p>	<p>Lesson Plan Review; Mock Writing Scores</p> <p>Georgia Center for Assessment</p>	<p>Georgia Center of Assessments (Title I Funds)</p> <p>Various technology (Chromebooks/desktops)</p>	<p>:</p>
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<p>Goal 2A: By May of 2017, % of students scoring at the developing, proficient, and distinguished levels on the math portions of the Georgia Milestones End of Grade Assessment will increase to 90% (baseline 86.34-2016)</p> <p>Goal 2B: By May of 2017, 85% of K-2nd grade students will perform at 85% or higher on the math benchmarks.</p>	<ul style="list-style-type: none"> Teachers will participate in Professional Learning Communities (PLCs) concerning benchmark data and differentiated math instruction, and effective instructional practices and strategies. Peer observations and feedback; video lesson for self-reflection. CGI training as needed at beginning of August to allow for faithful classroom implementation. Implement Cognitively Guided Instruction and math workshops will be implemented to enhance the mathematical thinking and conceptual mastery of students. Modeling of instructional strategies as needed/requested. Extend EIP and ESOL support and small-group instruction. Utilize fact mastery as appropriate for each grade through Drops in a Bucket (K-5). Implement GAME/Intervention Time for math remediation and acceleration. Implement periodic vertical planning to assure smooth transition across grade level standards. Quarterly leadership discussions. Implement grade level data teams will meet monthly during specials to review pre/post assessment data, instructional practices, and RTI data. Review of the available data will be used to develop strategies for improved instructional practice and to drive decisions about math instruction for the organization. Implement professional learning for math journaling strategies, in addition to standard algorithm. 	<p>Teachers</p> <p>Administration</p> <p>Instructional Coach</p>	<p>Monthly data team meetings at each grade level; weekly grade level planning meetings; monthly RTI meetings beginning August 2016 thru May 2017.</p>	<p>GAME Time Assessments</p> <p>RTI graphs</p> <p>Common Formative Assessments</p> <p>Lesson Plans</p> <p>Instructional Framework (Math)</p> <p>TKES and peer observations</p> <p>Professional Learning Communities (sign-in sheets)</p> <p>Leadership Meeting minutes</p>	<p>Leaders Demonstrate: Provide appropriate training and coaching in the use of materials.</p> <p>Teachers Demonstrate: Fidelity and consistent use of resources and approaches to math instruction.</p> <p>Students Demonstrate: Students will be able to effectively problem solve and explain steps that were utilized, as well as accurately record these steps in written form..</p>	<p>Monitoring will be on-going with TKES/peer walkthroughs and observations.</p> <p>Discussions will take place August 2016, October 2016, December 2016, March 2017, and May 2017 during leadership meetings, and professional learning communities.</p>	<p>None</p>	<p>BCSS Indicators*: CIA ITI LSAS PL</p> <p>AdvancED: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p>4.2</p> <p>5.1, 5.2, 5.3</p> <p>GA Standards: CS1, CS3</p> <p>A2, A3, A5</p> <p>I1, I2, I4, I5, I6, I9</p> <p>PL1, PL2, PL5</p> <p>PO2, PO3, PO4</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			
<p>Goal 1: The % of parents who agree/strongly agree with this statement will be >93 (baseline 91): "The school provides ways for me to be actively involved in my child's academic progress and to help my child learn at home."</p>	<p>Various theme nights</p> <p>Fall Festival</p> <p>Lunch n Learn</p> <p>PTO meetings and events</p> <p>Holiday events</p> <p>Multicultural Night</p> <p>Parent -Teacher Conferences</p> <p>Provide communication in second languages if possible (Language Line)</p> <p>Robo Calls; documents and invitations)</p> <p>Parent Days (once per semester)</p>	<p>Teachers</p> <p>Administration</p> <p>PTO</p> <p>Parent volunteers</p>	<p>Throughout the 2016-2017 school year</p>	<p>School Calendar</p> <p>PTO minutes</p> <p>Conference Logs</p>	<p>Leaders Demonstrate: Consistent and open communication with a purpose of including all parents in the the teaching and learning process for our students.</p> <p>Teachers Demonstrate: Create various opportunities for parents to support the learning environment which will elevate the sense of community within our school.</p> <p>Students Demonstrate: Excitement and awareness about upcoming events and activities</p>	<p>Attendance numbers at each event hosted by PTO or the school</p>	<p>Costs will vary according to the event which will be paid for by local funds or PTO)</p>	<p>BCSS Indicators*: CC P</p> <p>AdvancED: 1.2 2.5 3.8 5.5</p> <p>GA Standards: FCE 4 FCE5</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			

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<p>Goal 1: By May of 2017, the number of discipline referrals will decrease by 10% from the 2015-2016 school year (total referrals 236).</p> <p>Maintain 5 Star Climate rating.</p>	<p>Teachers and staff chosen to present classroom management techniques that align with PBIS plan.</p> <p>Behavior management breakout sessions</p> <p>PBIS presentation and Second Step will be given to all staff with a goal to decrease referrals throughout the year.</p> <p>Character education will be taught as part of a monthly specials rotation by the counselors. Each class will receive a lesson in the month's theme or focus: trustworthiness, respect, honesty, responsibility, perseverance, friendship, etc...</p> <p>Bullying training for classrooms</p> <p>Incorporate character education into Specials rotation for 2016-2017 school year.</p>	<p>Teachers</p> <p>Administration</p> <p>Instructional Coach</p> <p>PBIS Committee</p> <p>Counselors</p> <p>SRO</p>	<p>2016-2017 school year</p>	<p>PBIS Plan</p> <p>Second Step kits</p> <p>Discipline reports</p>	<p>Leaders Demonstrate: The importance of a positive learning climate by providing support, resources, and professional learning for teachers related to reinforcing positive student behavior.</p> <p>Teachers Demonstrate: An understanding of the importance of student behavior on academic achievement and the overall school climate by reinforcing positive behaviors.</p> <p>Students Demonstrate: Positive behaviors that have a positive impact on their academic achievement and the school climate as a whole.</p>	<p>Monthly reports will be reviewed by the PBIS committee, the leadership team, and administration</p>	<p>None</p>	<p>BCSS Indicators: CC PL</p> <p>AdvancED: 2.4 2.5 4.6</p> <p>GA Standards: L1 L5 FCE2 SC1 SC2 SC5</p>
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<p>Goal 2: 70% of teachers will report they feel prepared or very prepared when answering this question on the spring CNA related to effectively using modern technology, "How prepared do you feel to design and implement instruction that will increase student achievement in each area?"(baseline 61%).</p>	<p>Teachers will incorporate technology within instructional activities in the classroom, such as: GAFE (Google Apps for Education)</p> <p>Other 21st Century Literacy Skills from professional learning</p> <p>Kindergarten and 1st grades will incorporate technology a minimum of once per week with one subject in lesson plans</p> <p>2nd, 3rd, and 4th grades will incorporate technology a minimum of twice per week with one subject in lesson plans</p> <p>5th grade will incorporate technology a minimum of once per week per content domain in lesson plans (departmentalized)</p> <p>Active participation in quarterly Technology Professional Learning Communities</p>	<p>Teachers</p> <p>Administration</p> <p>Instructional Coach</p>	<p>2016-2017 school year</p>	<p>Survey results (AdvancED and Spring Needs Assessment)</p> <p>Minutes from meetings</p>	<p>Teachers Demonstrate: The ability to incorporate various instructional strategies and technology resources to enhance the learning environment within the classroom.</p>	<p>Teachers</p> <p>Leadership Team</p>	<p>None</p>	<p>BCSS Indicators* : ITI PL</p> <p>AdvancED: 1.3 3.6, 3.11, 3.12 4.2, 4.5</p> <p>GA Standards: PL2, PL4, PL5, PL6 PO4</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
Mandated Reporter Training/ MVP	Randa Sanders	July 25, 2016	Students properly identified and received necessary interventions	Randa Sanders	\$0
Epi Pen Training	Nancy Luke	July 25, 2016	Epi pens administered properly and in a timely manner; medical log if used during the year	Nancy Luke	\$0
Gifted/SCOPE review and updates	Mona Heinze/ Jessica Westfall	TBD	Gifted students are identified properly and served so that their learning needs are met	Denisse Maddox Administration	\$0
SPED updates and staff orientation	Donna Griffeth and SPED Team	TBD	Students with special needs will receive needed accommodations to enhance student learning	Donna Griffeth Brandi Pieplow Administration	\$0

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ESOL updates and training	Jeannie Oxford Annette Sayles Beth Clark	TBD	Students with a second language will receive the instruction and support needed for academic success	Denisse Maddox	\$0
Book Study-Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers, by Jennifer Serravallo	Denisse Maddox Grade/Dept Chairs	August 25 September 22 October 6	Students will received effective small group reading instruction. Improvements will be measured by TRC.	Denisse Maddox Administration	\$0
Book Study: The Unstoppable Writing Teacher: Real Strategies for the Real Classroom, by M. Colleen Cruz	Denisse Maddox Grade/Dept Chairs	October 27 November 10 December 1 & 15 January 5 & 19 February 2 & 16 March 2	Improved writing scores on the Georgia Milestones Assessment	Denisse Maddox	\$0
Dibels, G.O.S.A., TRC Training	Denisse Maddox Carey Moore	August 4 Numerous dates throughout the year	Students' fluency rates and comprehension will be on or above grade level	Denisse Maddox Carey Moore	\$0
CGI Beginning and Advanced Training	Denisse Maddox Marti Hutchins	August, 2016- February 2017	Creation of Video Library for demo lessons as a teacher resource; improved student performance on Georgia Milestone Assessment	Denisse Maddox Administration	\$0

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Technology PLC's	Teacher Leaders Denisse Maddox District Personnel	August 18 September 1 & 15 November 3 & 17 January 12 & 26 March 9 & 23	Students will become proficient in using technology as a learning tool through Google Apps, Discovery Education, and problem based learning	Denisse Maddox Teacher Leaders	\$0
PBIS update and implementation information	Donna Baker PBIS Committee	July 26 Monthly	Faculty and staff will receive an overview of current and revised PBIS procedures. Disciplinary data will be monitored and reviewed to ensure strategies are effective	PBIS Committee Administration	\$)
TKES Training	Administration	July 27 (Orientation, BOY, Self-Assessment, Pre-Conference, Attendance, TAPS, etc.) January 3 (MOY)	Teachers and administrators complete required items (walkthroughs, formatives, etc.) in the TKES platform to meet deadlines as required by the district	Administration	\$0
Grade Level Professional Learning Communities	Grade Level Reps	Weekly for 45 minutes	Sign In Sheets, PLC minutes, lesson plans	Administration Instructional Coach	\$0

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