



Barrow County School System

Boldly Committed to Student Success

Winder-Barrow High School

SCHOOLWIDE IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Dr. Al Darby

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	10/28/16
Title I Director	Dr. David Beeland, Jr.	9/21/2016
System Professional Learning Coordinator	Mrs. Meggan McNally	9/27/16
School Governance Team Chairperson		
Principal	Dr. Al Darby	



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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Continuous Improvement in the graduation rate (approximately 85% in 2014-2015; awaiting official 2015-2016 data); goal is 90% in 2016-2017.	GaDOE 2015 CCRPI Reports	Faculty/Staff Students/Parents	-2016-2017 Parent Involvement Plan sent home to all students -2016-2017 School/Parent Compact sent home to all parents -Meeting with School Governance Team -Posting of SIP to WBHS Web site
Addressing the needs of English Language Learners (only 42%-45% of teachers felt “very prepared” or “prepared” to utilize ACCESS scores or WIDA standards in their instruction)	CNA Survey distributed to teachers during the Spring 2016 semester	Teachers -Including Leadership Team	-Posting of SIP to WBHS Web site -Title I Spring Meeting -Meeting with School Governance Team
Decreasing freshmen retention rate from 15% (2015-2016) to 10% (2016-2017)	WBHS Registrar	Faculty/Staff/Students/Parents	-2016-2017 Parent Involvement Plan sent home to all students -2016-2017 School/Parent Compact sent home to all parents -Meeting with School Governance Team -Posting of SIP to WBHS Web site
Increasing the percentage of students scoring “Distinguished” or “Proficient” on the following Georgia Milestone Assessments: -9th Grade Literature -American Literature -Algebra I -Geometry	GaDOE	Faculty/Staff/Students/ Parents	--2016-2017 Parent Involvement Plan sent home to all students -2016-2017 School/Parent Compact sent home to all parents -Meeting with School Governance Team -Posting of SIP to WBHS Web site

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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 the graduation rate at WBHS to 90% (from 84.7% in 2014-2015... Awaiting 2015-2016 graduation data)	<ul style="list-style-type: none"> Common Course Collaborative (CCC) groups will analyze areas of weakness based on assessment (or other relevant) data and create/implement remediation strategies WBHS administrators sit in on CCC meetings, facilitating discussion of data analysis and next steps Utilize Google Classroom forum for CCC Meetings (notes, action plans, etc.) Focus on reading and literacy strategies across the curriculum, especially in the four core courses, via Professional Learning Utilize Google Drive for Advisement materials/artifacts Professional Learning geared towards EL students; this session, facilitated by Julie Eldridge, will focus on using WIDA/ACCESS scores to differentiate learning for EL students Identify at-risk students via universal behavior screener in Infinite Campus and the iSteep 	WBHS Administration	Initial reports due to relevant admin by 9/1	CCC Agendas/Meeting Notes	Leaders Demonstrate: <ul style="list-style-type: none"> Facilitation of Data Providing Relevant Professional Learning 	Progress Reports issued every 4.5 weeks that help to identify students failing one or more courses.	iSteep - Cost TBD; paid for out of district funds	BCSS Indicators: CIA, LSAS, CCRS Advanced: Purpose and Direction (S1.2, 1.3) Governance and Leadership (S2.4, 2.5, 2.6) Teaching and Learning (S3.1-3.12) Using Results for Continuous Improvement (S5.1, 5.2, 5.4, 5.5) Resources and Support Systems (S4.4, 4.7) GA Standards: Curriculum (S1)Assessment (S1) Leadership (S1, S2, S4) Family and Engagement (S3) Planning and Organization (S1, S4) School Culture (S2, S3, S4)
		WBHS Administration	Begins week of Sept. 6	CCC Agendas/Meeting Notes	Teachers Demonstrate: <ul style="list-style-type: none"> Mentoring and Increased Communication with Those At-Risk Focus on Literacy Across the Curriculum 	Quarterly Meetings Concerning Senior Status will be conducted by counselors	Credit Recovery After School Program - \$5,000 for teacher(s) stipend paid for by Title I funds	
		CCC Leaders	Weekly meetings	Meeting Notes on Google Drive	Students Demonstrate: <ul style="list-style-type: none"> Increased Engagement Increased Academic Achievement Increased Graduation Rates 	Checks via TKES walkthroughs	Chrome Book Computer Purchases - \$16,078 paid for by Title I funds	
		Craig Martin	November 2016;	Sign-in sheets/ PowerPoint/ Agenda; TKES observation and feedback	Advisement folder on Google Drive			
		Heather Lundy	Weekly	Sign-in sheets/PowerPoint /Agenda; TKES observation and feedback				
		Craig Martin/Julie Eldridge	September 2016					

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<ul style="list-style-type: none"> academic screening program for academics Junior Meetings to apprise students of their progress towards graduation (credits earned, credits needed, etc.) Advisement activities that provide strategies for success in high school (note-taking, organization, etc.) Cultivating higher-order thinking skills via the integration of computer technology (additional chrome book purchases) Utilize Gradpoint software to enable students to recover credit for failed courses; sessions held in computer labs Tuesdays-Thursdays after school from 2:45-3:45 	<p>Barbara Smith Craig Martin Patty Jo McCain</p> <p>WBHS Counseling Department</p> <p>Heather Lundy</p> <p>CCC Leaders</p>	<p>September 16, 2016; RTI meetings and progress monitoring conducted at regular intervals</p> <p>1st phase begins week of October 17; all others conducted in March 2017</p> <p>Weekly</p>	<p>Universal Behavior Screener printout of results; iSteep screener results</p> <p>Junior Meeting Notes</p> <p>Advisement Goal-Setting Documents/Transcript Planning Sheets</p> <p>Graduation Requirement Posters Throughout the Building</p> <p>Dogg Byte Videos Produced by the Counseling Dept.</p>					
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SMART Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
Decrease freshmen retention rate from 15% (2015-2016) to 10% in 2016-2017.	<ul style="list-style-type: none"> Intentional scheduling of students so that freshmen have 2 academic and 2 electives per semester "Freshman Palooza" Orientation for incoming 9th grade students Freshman Focus team consisting of faculty volunteers that will meet monthly and gather feedback/concerns relating to Freshman Advisement and any other identified issues tied to freshman success Utilization of a freshman-only counselor to address needs specific to freshmen students Monitoring of students (bottom 25%) from middle schools at nine-week grading periods by freshman counselor Implement "Freshman Success" curriculum via the 9th-grade Advisement activities 	WBHS Admin; Counseling Department WBHS Counseling Dept Craig Martin/Barbara Smith Mary Boykin Mary Boykin Kimm Bankston	July 2016; January 2017 July 27, 2016 Monthly from September 2016-May 2017 Daily from August 2016 - May 2017 October 2016, January 2017 March 2017 Daily from August 2016-May 2017	Freshmen Schedules Sign-in sheets of attending freshmen Freshman Focus team data analysis reports, meeting notes, etc. Emails, meeting minutes, etc. Grade reports; documentation of relevant interventions 9th Grade Advisement plans posted to Google Drive	Leaders Demonstrate: <ul style="list-style-type: none"> The importance of supporting the success of 9th grade students through intentional scheduling and specific programming. Teachers Demonstrate: <ul style="list-style-type: none"> An understanding of the unique needs of 9th grade students and implement strategies to ensure their success. Students Demonstrate: <ul style="list-style-type: none"> Increased Academic Achievement Reduced Retention Rates 	Progress Reports and Report Cards Intentional "2 and 2" Scheduling Observations of Freshmen Advisement Lessons	No Cost	BCSS Indicators: CIA, LSAS, CCRS Advanced: Purpose and Direction (S1.2, 1.3) Governance and Leadership (S2.4, 2.6) Teaching and Learning (S3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10) Using Results for Continuous Improvement (S5.1, 5.2, 5.4, 5.5) Resources and Support Systems (S4.4, 4.7) GA Standards: Curriculum (S1)Assessment (S1) Leadership (S1, S2, S4) Family and Engagement (S3) Planning and Organization (S1, S4) School Culture (S2, S3, S4)

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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>Increase by 10% the percentage of students scoring at the Developing, Proficient, and Distinguished achievement levels on MGP tested subjects by May 2017</p> <p><u>2015-2016</u></p> <ul style="list-style-type: none"> 9th Lit: (Baseline FY16: 71.5%) Goal 78.65% Am. Lit: (Baseline FY16: 69.9%) Goal 76.8% Algebra: (Baseline FY16: 63%) Goal 69.3% <p>Increase by 15% the percentage of students scoring at the Proficient and Distinguished achievement levels on MGP tested subjects by May 2017</p> <p><u>2015-2016</u></p> <ul style="list-style-type: none"> 9th Lit: (Baseline FY16: 34.8%) Goal 40% Am. Lit: (Baseline FY16: 30.3) Goal 34.8% Algebra I: (Baseline FY16: 23%) Goal 26.45% Geometry: No baseline, as this is a new test in 2016-2017 	<ul style="list-style-type: none"> Focus on Cross-Curricular Literacy Skills and Math Instruction (CCC) Project-Based Learning that Blends Content-Area Skills Test-Taking Strategies Focus on Vocabulary Acquisition Modify Classroom Assessments to Closely Mirror Actual GMA 	<p>Craig Martin</p> <p>CCC Leaders</p> <p>CCC Leaders</p> <p>CCC Leaders</p>	<p>Monthly from August 2016-May 2017</p> <p>Weekly for CCC groups each semester</p>	<p>Student Portfolios on Google Drive</p> <p>Advisement Lessons</p> <p>Lesson Plans</p> <p>CCC Minutes</p> <p>Classroom Assessments</p> <p>TKES Observations</p>	<p>Leaders Demonstrate:</p> <ul style="list-style-type: none"> Protected Time for Meetings Professional Learning on Cross-Curricular Learning <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Lesson Plans with Literacy and Math Instructional Components <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Increased Writing, Math, and Vocabulary Skills Increased Achievement on GMAs 	<p>Milestone Score Reports</p> <p>Classroom Assessment Results</p>	<p>Instructional Supplies - \$21,101 paid for by Title I funds</p>	<p>BCSS Indicators: CIA, LSAS, CCRS</p> <p>AdvancED: Purpose and Direction (S1.2, 1.3)</p> <p>Governance and Leadership (S2.4, 2.5, 2.6)</p> <p>Teaching and Learning (S3.1-3.11)</p> <p>Using Results for Continuous Improvement (S5.1, 5.2, 5.4, 5.5)</p> <p>Resources and Support Systems (S4.4, 4.7)</p> <p>GA Standards: Curriculum (S1)</p> <p>Assessment (S1)</p> <p>Leadership (S1, S2, S4)</p> <p>Family and Engagement (S3)</p> <p>Planning and Organization (S1, S4)</p> <p>School Culture (S2, S3, S4)</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			
16,000 parent contacts in the 2016-2017 school year	<ul style="list-style-type: none"> All parents will receive a minimum of one teacher contact per student, per semester Place on syllabi for updated contact info (email address, phone number, etc.) Emails sent to parents via the Infinite Campus program detailing student grades, absences, etc. Planned nights for seniors and underclassmen to discuss college/career readiness and other appropriate information Junior Meetings conducted by the counselors (all parents invited) 	Principal, Asst. Principals Principal, Asst. Principals Principal, Asst. Principals WBHS Counseling Department (Cory Peppers) WBHS Counseling Department (Cory Peppers)	August 2016-May 2017	Teacher Emails to Parents/Parent Contact Logs in IC Teacher Syllabi Remind101 Texts Teacher Emails to Parents/Parent Contact Logs in IC Sign-in Sheets/PowerPoints from senior and underclassmen nights Junior Meeting planning forms	Leaders Demonstrate: <ul style="list-style-type: none"> Monitoring Contact Logs Discussions with Teachers Noncompliance Documented in TKES Teachers Demonstrate: <ul style="list-style-type: none"> Increased Parent Contacts Students Demonstrate: <ul style="list-style-type: none"> Increased Engagement in the Classroom Decreased Behavioral Issues 	Administration monitors contact logs of teachers Administration monitors syllabi of teachers Administration examines sign-in sheets and other documentation from Counseling Department events	No Cost	BCSS Indicators: CC, PS AdvancED: Governance and Leadership (S2.5) Teaching and Learning (S3.8) GA Standards: Professional Learning (S2, S6) Leadership (S1, S2, S3, S4) Planning and Organization (S1, S5) School Culture (S2, S3, S4)

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Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
Reduce by 10% the percentage of students missing greater than 10 days of school AND the percentage of students missing 6-10 days of school Baseline Data (2016) >10 days = 33% 6-10 days = 24%	<ul style="list-style-type: none"> Dogg Byte videos to kick off attendance campaign and recognize students who exceed attendance expectations 	Barbara Smith, Counseling Dept.	Monthly, beginning in Sept 2017	Dogg Byte video Uploaded to YouTube	Leaders Demonstrate: <ul style="list-style-type: none"> Consistent monitoring of student attendance data Discussions with students and stakeholders regarding the importance of attending school each and every day Teachers Demonstrate: <ul style="list-style-type: none"> Accurate record keeping Students Demonstrate: <ul style="list-style-type: none"> Improved attendance 	Administrators assist Counseling Dept. and Attendance Committee based on demonstrated needs (meeting space, access to records, etc.)	No Cost	BCSS Indicators: CC, PS AdvancED: Purpose and Direction (S1.3) Resources and Support Systems (4.7) Continuous Improvement (S5.5) GA Standards: Leadership (S1, S2, S3, S4) Planning and Organization (S1, S5) School Culture (S2, S3, S4)
	<ul style="list-style-type: none"> Use of social media accounts to publicize student attendance recognition 	Barbara Smith, Counseling Dept.	Monthly, beginning in Sept. 2017	Screenshots of postings on social media sites (Facebook, Twitter) and school Web site				
	<ul style="list-style-type: none"> Attendance incentives offered on a weekly, monthly, and semester interval (reward party, athletic tickets, field day/cookout) 	Barbara Smith, Attendance Committee	Weekly, Monthly, Semester basis, respectively	Pictures taken at reward days, student attendance records				
	<ul style="list-style-type: none"> Freshmen missing 2 or more days per month meet with freshmen counselor on Wednesdays in a small group setting 	Barbara Smith, Attendance Committee, Mary Boykin	Each Wednesday throughout the year, starting in Sept.	Student attendance records, Attendance Committee notes, small group lists, and meeting notes				
	<ul style="list-style-type: none"> Seniors failing 2 or more courses and missing more than 2 days per month meet individually with their counselor and Ms. Smith on Friday mornings 	Barbara Smith, Attendance Committee, Counseling Dept.	Each Friday throughout the year, starting in Sept.	Student attendance records, Attendance Committee notes, notes from individual 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			
Reduce the number of disciplinary referrals at WBHS by 15% 2015-2016 Baseline: 1778	<ul style="list-style-type: none"> Parent Contacts prior to a referral being written Continued use of the PBIS System to encourage positive behaviors (ex. teaching expected behaviors) Promote classroom management skills through weekly email tips/strategies Referral to RTI Committee 	Al Darby Barbara Smith Barbara Smith Barbara Smith/Patty Jo McCain	August 2016-May 2017	Parent Contact Logs PBIS Weekly Reports Weekly Behavior Reports RTI Documentation	Leaders Demonstrate: <ul style="list-style-type: none"> Weekly Reports To Faculty Discussing Expected Behaviors Teacher Support with Discipline Issues PBIS Matrix/Expectations Posted in Hallways, Cafeteria, etc. Teachers Demonstrate: <ul style="list-style-type: none"> Teaching Expected Behaviors PBIS Matrix/Expectations Posted in Each Classroom Positive Recognition Students Demonstrate: <ul style="list-style-type: none"> Increased Engagement Decreased Disciplinary Behaviors 	PBIS Reports PBIS Quarterly Reports USCO Reports	None	BCSS Indicators: G, C, PS AdvancED: Using Results for Continuous Improvement (S5.3, 5.5) Resources and Support Systems (S4.2, 4.3) GA Standards: Instruction (S1) Professional Learning (S1, S2,) Leadership (S1, S2, S4, S5, S6, S7, S8) Planning and Organization (S1, S5, S6) Family and Community Engagement (S1, S2, S3) School Culture (S1, S2, S3, S4, S5)

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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
TKES Orientation	Craig Martin	August 2016	Increased differentiation in classroom instruction Multiple levels of assessment, both formative and summative	Agenda/PowerPoint/Sign-In Sheet Administrative Walkthroughs and Formative Observations	None
Professional learning concerning WIDA/ACCESS for ELL students (planning differentiated lessons)	Craig Martin/Julie Eldridge	September 2016	Increased course pass rates for ELL students Increased ELL student achievement on GMAs	Administrative Walkthroughs and Formative Observations PowerPoint/Agenda/Sign-In Sheets	None
Peer Observations	Teachers	October 2016/March 2017	Increased learning via differentiated instruction and teaching best practices	Observation forms and feedback provided by peers	None
Professional learning concerning cross-curricular learning and literacy (emphasis on vocabulary development, writing, etc.).	Craig Martin/Select ELA teachers	November 2016	Increased student Lexile scores Increase in student achievement on all GMAs	Administrative Walkthroughs and Formative Observations PowerPoint/Agenda/Sign-In Sheets	None
CCC Team Collaboration (PLCs)	CCC Members and Department Chairs	Weekly (August 2016-May 2017)	CCC planning forms with agenda and discussion points/next steps Increased student achievement on content-specific assessments and relevant GMAs	Administrators sit in on various CCC meetings CCC planning forms	None

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SLDS Data Overview	Sandra Metts from GaDOE	January 19, 2017	Increased use SLDS to drive instructional planning and access data relevant to SIP	PowerPoint/Agenda/Sign-In Sheets	None
Project-Based Learning: What Works?	WBHS Teacher Volunteers	February 2017	Increase in student-centered, higher-order thinking skills/outcomes Increased student engagement	Agenda/Sign-In Sheets Teacher Lesson plans	None
Digital Workshop #2	Dana Turner (Digital Coach)	April 2017	Increased use of digital technology integration in classroom instruction Increase in student-created work	PowerPoint/Agenda/Sign-In Sheets Administrative Walkthroughs and Formative Observations Teacher Lesson Plans	None

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