

# Winder Elementary School

## 2017-2018 SCHOOLWIDE IMPROVEMENT PLAN (SIP)

### TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

### PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Mr. Jerry Stapleton

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	
Title I Director	Dr. David Beeland	10/5/2017
System Professional Learning Coordinator	Ms. Ginger Crosswhite	10/5/2017
School Governance Team Chairperson	Karen Garren	9-26-2017
Principal	Mr. Jerry Stapleton	





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<p><b>Parent Engagement</b></p>	<p><b>CNA Survey (BCSS elementary schools average):</b></p> <ul style="list-style-type: none"> <li>• My child's school is family-friendly. 95.5%</li> <li>• My school creates an environment that helps my child learn. 96.06%</li> <li>• I am satisfied with the services provided by the school to support my child academically. 90.31%</li> <li>• My child's teacher(s) adequately address my child's specific needs. 91.68%</li> <li>• The school provides ways for me to be involved in my child's academic progress and help at home. 92.26%</li> <li>• The staff at my child's school is helpful and responsive when we discuss my child's progress. 94.02%</li> <li>• Teachers regularly inform me about my child's academic progress in ELA, math, science, and social studies. 90.09%</li> <li>• My teachers regularly update grades in parent portal. 90.79%</li> <li>• I communicate with my child's teacher(s). 97.80%</li> </ul>	<p>WES 2017-2018 Staff WES Leadership Team Attendees at Title I Comprehensive Needs Assessment Meeting</p>	<p>Survey results provided at parent input meetings.</p> <p>Academic data is shared with during APTT meetings.</p> <p>Parent compact and engagement plan are provided in English and Spanish in agendas and first day packets.</p> <p>School improvement plan is available in multiple languages in the parent resource area at each school.</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>WES students will score at or above the state average for elementary schools in the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones ELA Assessment.</p>	<ul style="list-style-type: none"> <li>Implement Differentiated Reading Instruction (Boxed Units) and Instructional Conversations in small groups in K-5 classrooms;</li> <li>Conduct specific professional learning for assessment analysis for K-5 grade teachers (DIBELS, IDI, TRC and DRI)</li> <li>Gather baseline reading level data to plan for appropriate instruction, administer TRC Assessment to all students in grades K-5</li> <li>Provide small group guided reading instruction based on student needs</li> <li>Provide individualized instruction via conferences with students focusing on specific skills and strategies</li> <li>Provide targeted interventions based on skills/standards to Tier III students</li> <li>Monitor, provide feedback, and support</li> </ul>	<p>Instructional Coach, Team Leaders, DIBELS SWAT Team</p>	<p>K-2 teachers will administer IDI in August. Boxed instruction will be used consistently, and end-of-unit assessments administered every 14 days.</p>	<p><u>IDI</u></p> <ul style="list-style-type: none"> <li>Professional Learning Agendas</li> <li>PLC Agendas</li> <li>Data Team Agendas</li> <li>TKES Walkthroughs /Formatives</li> <li>Lesson Plans</li> <li>Observation Notes</li> <li>Professional Learning Agendas and Sign-in Sheets</li> <li>IDI assessment data</li> <li>Software reports (DIBELS, TRC, MAP)</li> <li>Benchmarks</li> </ul>	<p><b>School Leaders Demonstrate:</b> Knowledge of WES Reading data (DIBELS Next and TRC) and Reading Instructional Strategies to support instruction. Clear guidance and <a href="#">implementation of Collaborative Planning</a>, , monitoring and supporting teacher engagement in the process</p> <p><b>Teachers Demonstrate:</b> Utilizing research based instructional strategies to meet diverse learning needs</p> <p>Effective instructional strategies related to literacy and ELA, and the ability to differentiate instruction based upon student needs</p> <p><b>Students Demonstrate:</b> Students will apply appropriate reading strategies for</p>	<ul style="list-style-type: none"> <li>Monthly data reports to Leadership Team concerning student progress in ELA, noting especially those students in the lowest quartile</li> <li>Weekly Collaborative Planning observations by school leaders providing specific feedback to teachers as aligned to the Collaborative Planning rubric</li> <li><a href="#">Data Teams: Review of DIBELS Next and TRC data</a></li> <li>PLC to review data and student work.</li> <li>TKES walk-throughs and formative observations</li> <li>Administer DIBELS Next Assessment 3 times per year to students in grades K-3 to measure early literacy skill development</li> <li>Administer the</li> </ul>	<p><b>Title I Funds:</b></p> <ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Paraprofessional Salary remediation/ small group instruction in computer lab during specials rotation</li> <li>Leveled reading books \$20,000</li> <li>Supplemental Instructional materials \$10,000</li> <li>MobyMax System Title I</li> </ul> <p><b>Title II:</b> Reading Workshop PL, \$500</p> <p><b>Funds: Title II/III Funds:</b> Instructional Conversations PL, \$10,000</p> <p><b>State Funds:</b> Five EIP Teachers</p> <p><b>Local Funds:</b></p> <ul style="list-style-type: none"> <li>Boxed Reading Kits \$900</li> </ul>	<p>Instruction Standard 4: Uses research based instructional practices that positively impact student learning.</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to</p>
		<p>Instructional Coach, District Literacy Specialist</p>	<p>August 30, 2017</p>					
		<p>Team Leaders, Academic Coach</p>	<p>August 2-29, 2017</p>					
		<p>Principal, Assistant Principal, Instructional Coach</p>	<p>August 2017- May 2018</p>					
		<p>Principal, Assistant Principal, Instructional Coach</p>	<p>August 2017- May 2018</p>					
<p>Assistant Principal, Team Leaders</p>	<p>August 2017- May 2018</p>							
<p>Principal, Assistant Principal, Instructional</p>	<p>First SILT meeting of each month</p>							

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	<p>the implementation of collaborative planning that uses structured protocols and produces effective lesson plans</p> <ul style="list-style-type: none"> <li>• Use universal screeners and benchmark data to revise and inform instruction</li> <li>• Focus research based EIP instruction to support identified student needs</li> <li>• Provide additional skills-based literacy instruction in the computer lab during the 5 day Specials rotation</li> </ul>	<p>Coach</p> <p>Assistant Principal, Instructional Coach, Team Leaders</p> <p>EIP Teachers, Principal, Assistant Principal</p> <p>Computer Lab Personnel</p>	<p>Writing Assessments: September 25-29 (narrative) December 4-8 (informational) March 5-9 (opinion)</p> <p>August 2017- May 2018</p> <p>October 2017- May 2018</p>		<p>Comprehension, Accuracy, Fluency, and Expanded Vocabulary.</p> <p><b>Parents Demonstrate:</b> Attendance at APTT meetings. ELA foundational skill practice with their children throughout the year.</p>	<p>Informal Decoding Inventory (IDI) to students K-5 who fall into the strategic (yellow) &amp; intensive (red) range as measured by the DIBELS Next Assessment</p>	<ul style="list-style-type: none"> <li>• MyON Reading, \$5000</li> <li>• K-2 DIBELS Next and TRC, \$5100</li> <li>• 3-5 TRC \$4600</li> </ul>	
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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			
WES students will score at or above the state average for elementary schools in the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones Math Assessment.	<ul style="list-style-type: none"> <li>Provide specific professional learning in implementing Cognitively Guided Instruction in all K-3 classrooms with a CGI story problem at least 3x/week.</li> <li>Utilize the Math workshop model in K-5 classrooms.</li> <li>Model one math constructed response in grades 4 and 5 per week.</li> <li>Schedule math instructional segment for 90 minutes/day in grades K-5</li> <li>Conduct weekly PLCs to allow teachers to analyze student progress and modify core instruction as appropriate to address student deficits</li> <li>Utilize math pre- and post- MAP assessments to track student progress as outlined in the district's year-at-a-glance pacing</li> <li>Provide additional skills-based math instruction in the computer lab during the 4 day Specials rotation</li> </ul>	Instructional Coach, Teacher Leaders  Principal, Assistant Principal, Instructional Coach, Team Leaders  Team Leaders  Scheduling Team  Principal, Assistant Principal, Instructional Coach  Principal, Assistant Principal, Instructional Coach  Computer Lab Personnel	K- Oct. 20 1st- July 31, Fall Training (focus on models- date/location TBD), Spring Training (focus on equations- date/location TBD), Mar. 9 2nd-April 13 3rd- Aug. 24, Sept. 22, Oct. 26, Jan. 25  August 2017- May 2018  August 2017- May 2018  July 2017  August 2017-May 2018 during specials each Tuesday  September 19, 2017 January 23, 2018  October 2017-May 2018	PLC Agendas  Data Team Agendas  TKES Walkthroughs/ Formatives  Lesson Plans  Observation Notes  Professional Learning Agendas and Sign-in Sheets  Software reports (MAP) Benchmarks	<b>School Leaders Demonstrate:</b> Knowledge of WES Math data and Instructional Strategies to support instruction. Clear guidance and implementation of Collaborative Planning, monitoring and supporting teacher engagement in the process  <b>Teachers Demonstrate:</b> Effective instructional strategies related to math, and the ability to differentiate instruction based upon student needs  <b>Students Demonstrate:</b> Active learning through goal setting and engagement during math workshop and guided math  <b>Parents Demonstrate:</b> Attendance at APTT meetings.	Measures of Academic Progress (MAP) Assessments  Milestone Assessments  CCRPI Score  TKES Evaluations  Conduct quarterly data digs with summary  Instructional Walkthroughs	<b>Title I Funds:</b> <ul style="list-style-type: none"> <li>Instructional Coach \$75000.00</li> <li>Paraprofessional \$15,000 Salary -Computer Lab during specials rotation</li> <li>Instructional materials including math manipulatives \$10,000</li> </ul> <b>Title II:</b> <ul style="list-style-type: none"> <li>Substitute teachers for professional learning on CGI, \$5,000</li> <li>Math Workshop PL, \$500</li> </ul> <b>Title II/III</b> Instructional Conversations PL \$10,000  <b>State Funds:</b> Five EIP Teachers  <b>Local Funds:</b> Measures of Academic	Instruction Standard 2: Creates an academically challenging learning environment Instruction  Standard 4: Uses research based instructional practices that positively impact student learning  Instruction Standard 5: Differentiates instruction to meet specific learning needs of students

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	<ul style="list-style-type: none"><li>Utilize EIP teachers to support student learning in math instruction by modeling best practices and supporting differentiated instruction</li></ul>	EIP Teachers	August 2017-May 2018		Math foundational skill practice with children throughout the year		Progress \$5100	
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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			
During the 2017-2018 school year, WES will have an average of 80% parent participation over the course of the three APTT meetings.	<p>Implement Academic Parent Teacher Teams</p> <p>Send home weekly classroom newsletters</p> <p>Utilize social media (WES FB page, Twitter, Remind) and school website to increase communication with stakeholders.</p> <p>Provide written and verbal communication to non-English speaking parents in their native language using interpreter, translators, and Language Line.</p>	<p>APTT Core Team</p> <p>Teachers</p> <p>Principal, Assistant Principal, Digital Coach</p> <p>APTT Core Team</p>	<p><u>Meeting 1</u>- August 24, 29, 31 Core Team Debrief- August 25, 30, Sept. 1</p> <p><u>Meeting 2</u>- January 18, 23, 25 Core Team Debrief- January 19, 24, 26</p> <p><u>Meeting 3</u>- March 22, 27, 29 Core Team Debrief- March 24, 28, 30</p> <p>August 2017-May 2018</p> <p>August 2017-May 2018</p> <p>Schedule interpreters for all APTT meetings- August, 2017</p> <p>Train staff in use of Language Line- August, 2017</p>	<p><a href="#">Data sheets</a>, <a href="#">PowerPoint presentations</a>, sign in sheets Invitations</p>	<p><b>Leaders Demonstrate:</b> An understanding of the importance of parent engagement by providing the needed resources and training for teachers to implement APTT and foster parent relationships.</p> <p><b>Teachers Demonstrate:</b> Ability to connect with parents and build capacity to support student learning goals at home.</p> <p><b>Students Demonstrate:</b> Proficiency in reading and mathematics.</p>	<p>Debriefing sessions with core APTT team and grade levels after each parent meeting</p> <p>Parent Focus Group meeting May 2018</p>	<p><b>Title I, Part A:</b> Full-time Non-certified Parent Coordinator- \$40,000.</p> <p>APTT instructional supplies, \$5,000</p> <p>APTT interpreters - \$700</p> <p>Instructional supplies (paper, toner), \$10,000</p> <p><b>Local (school) Funds:</b> APTT Food \$1000</p>	<p>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</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			
At least 65% of the student population will miss fewer than 6 days of school during the 2017-18 school year.	Provide daily classroom recognition for classes with perfect attendance	Principal, Assistant Principal	Daily (on afternoon announcements) beginning September 18, 2018	Infinite Campus attendance data	<p><b>School Leaders Demonstrate:</b> an understanding of how to implement processes that encourage high teacher and student daily attendance.</p> <p><b>Teachers Demonstrate:</b> an understanding of the positive impact that quality, engaging instruction has on encouraging higher student attendance rates.</p> <p><b>Students Demonstrate:</b> the importance of school attendance by missing fewer than 5 days during an academic year.</p>	Leadership Team will review school wide attendance data no less than once a month	Title II: PBL and CFIT teacher stipends,, \$1500  Title IV, Part A Students Incentives-\$500.00	1.4 - (Student Support) – Promote student attendance, safe environments and healthy choices. (Includes academic support and emphasizes the value of attending school and making good choices)
	Award monthly attendance awards for perfect attendance and cumulative perfect attendance	Principal, Assistant Principal, Classroom Teachers	Last school day of each month/ Quarterly Awards Days	CCRPI indicator				
	Provide consistent communication between school and parent regarding attendance	School Counselor, Registrar	August 2017-May 2018					
	Recognize exemplary Teacher Attendance	Principal, Assistant Principal	Quarterly Awards Days					





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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
<b>Data PLCs</b> Teachers will meet with the Principal, Assistant Principal, and Instructional Coach once a week where they will begin the data team process. Through this process, Teachers will receive direct professional learning on identifying strengths and weaknesses, goal setting, and analyzing student progress.	Principal Assistant Principal Instructional Coach Grade Level Team Leader	Wednesdays during planning.	Data Meeting Minutes and spreadsheets tracking student growth toward mastery.	Lesson Plans Collaborative Planning Agendas and Minutes Student progress data sheets	None
<b>Differentiation and Instructional Strategies</b>	Instructional Coach Gifted Coordinator	Pre-Planning: EL, Gifted, and SPED PL Grade Level PL will alternate: Differentiation, Instructional Strategies, Assessment Strategies	Lesson Plans TKES Data: Performance Standard 3: Instructional Strategies Performance Standard 4: Differentiated Instruction	Lesson Plans Lesson Plans on Friday and Monday Mornings.	None
<b>Positive Behavior Interventions and Supports (PBIS)</b>	Assistant Principal Instructional Coach	July 26 and 27- Establishing Non Negotiables PBIS Team will meet monthly. Faculty Meetings:	Discipline Data Loss Instructional Time Tracking	Incentives Data Discipline Data PBIS Meeting Minutes	Incentives-\$1000.00
<b>Technology Training</b>	Digital Coach Technology Team	Aug 2017 - May 2018	Classroom Observations Lesson Plans	Classroom Observations Lesson Plans TechTeam Walk Throughs	None
<b>Guided Reading Training</b>	Principal Assistant Principal Instructional Coach	Pre-Planning Selected PL Days	Classroom Observations Lesson Plans Student's Reading Level progress DIBELS, TRC Data	Classroom Observations Lesson Plans Student's Reading Level progress DIBELS, TRC Data	None
<b>Cognitively Guided Instruction</b>	Principal Assistant Principal Instructional Coach	Pre-Planning Selected PL Days	Classroom Observations Lesson Plans Walk Through Data	Classroom Observations Lesson Plans	None
<b>Instructional Conversations</b>	Principal Assistant Principal Instructional Coach	Pre-Planning Selected PL Days	Classroom Observations Lesson Plans	Classroom Observations Lesson Plans	None

