



Barrow County School System

Boldly Committed to Student Success

Winder Elementary School

SCHOOL IMPROVEMENT PLAN 2018-2019

NAME OF SCHOOL PRINCIPAL: 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
Principal	Jerry Stapleton	
School Governance Team Chairperson	Karen Garren	
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	David Beeland, Jr.	8/16/18
Superintendent	Dr. Chris McMichael	8/16/2018



Goal 1: Reading Achievement

We will increase student proficiency in reading as measured by DIBELS (grades K-1) and MAP (grades 2-5).

Kindergarten DIBELS benchmark = 76%, K goal = 85%	1st grade DIBELS benchmark = 68%, 1st goal 75%
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In grades 2-5, our goal is for 60% of students to meet their projected growth target on the Spring MAP assessment in reading.

*Grade level goals based on cohorts of students.

2nd grade goal = 60%	3rd grade baseline = 48%, goal = 60%
4th grade baseline = 36%, goal = 50%	5th grade baseline = 54%, goal = 66%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Teachers will consistently implement specific components of readers' workshop (mini-lesson, work session/guided reading, closing):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow the district-created lesson plans for establishing reading workshop. <input type="checkbox"/> Include authentic printed and electronic texts <input type="checkbox"/> Monitor effectiveness of independent reading <input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes) <input type="checkbox"/> Implement differentiated teacher-led small groups and independent activities <input type="checkbox"/> Consistent, daily implementation of the workshop model 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Instructional Coach	<ul style="list-style-type: none"> • Summer - optional professional reading re: reading workshop model • Preplanning - review reading workshop components & expectations of implementation • Sept./Jan./April - data meetings • Fall/Winter - instructional rounds 	<p>Formal observations by administration.</p> <p>Informal observations by IC, lesson plans, coaching observation cycles by IC, instructional rounds.</p>	% of classroom successfully implementing reading workshop based on formal and informal observations	<p>Leveled readers</p> <p>Instructional supplies</p> <p>Chromebook computers</p> <p>MyOn</p> <p>SWIVL cam</p>
<p>Teachers will enhance the quality of small group guided reading lessons by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically grouping students by reading level and reading behaviors <input type="checkbox"/> Planning intentionally for each daily guided reading group, including title of book, sight words/vocabulary, phonics/word work, and comprehension <input type="checkbox"/> Coaching individual readers during the lesson <input type="checkbox"/> Providing responsive instruction <input type="checkbox"/> Progress monitoring periodically with TRaraproC or running records and regrouping students as indicated by the data 	<p>Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	Instructional Coach	<p>September- Analyze data and form groups</p> <p>August-Guided reading strategies training.</p> <p>November-Coaching cycles</p> <p>December-Instructional Rounds</p> <p>January-Analyze TRC data</p>	<p>Coaching cycles with IC and district literacy specialist Lesson Plans</p>	<p>Instructional Rounds</p> <p>Individual student growth on the TRC assessment</p>	<p>Leveled readers</p> <p>Instructional supplies</p> <p>Chromebook computers</p> <p>MyOn</p> <p>SWIVL cam</p>



<p>K-2 teachers will increase their effectiveness in the teaching of phonics by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging in a year-long study of research based phonological awareness, phonics, and high-frequency word recognition strategies <input type="checkbox"/> Creating shared resources and lesson plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 		<p>August-PL training and review</p> <p>August-May- Coaching cycles that include modeling and/or observation</p> <p>September/January/April- Data analysis</p>	<p>Formal observations by administration.</p> <p>Informal observations by IC, lesson plans, coaching observation cycles by IC, instructional rounds</p>	<p>Instructional Rounds</p> <p>Grade level, class, and Individual student growth on DIBELS and MAP.</p>	<p>Leveled readers</p> <p>Instructional supplies</p> <p>Chromebook computers</p> <p>MyOn</p> <p>SWIVL cam</p>
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <ul style="list-style-type: none"> ● Provide specific interventions through EIP support, ESOL support, ELT, small group instruction, and collaborative planning. ● Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans ● Use of research-based interventions from the repository based on analyzed data including MAP, TRC, Dibels, and GMA. ● Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks. ● Ensure that EIP/ESOL students receive supplemental rather than replacement instruction. ● Maximize co-teaching opportunities for EIP/ESOL/SWD support staff during literacy instruction blocks. ● Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours 						
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> ● Reading strategies book study for participating staff, <i>Reading Strategies</i>, by Jennifer Serravallo. ● District literacy specialist and school instructional coach will provide ongoing PL and classroom support on effective implementation of Reader Workshop components. ● Beth McMichael - PL on reader's workshop strategies. ● Implement checklist for reader's workshop to ensure fidelity with all students. ● Increase the number of teachers who earn the Gifted endorsement to meet the unique learning needs of specific student populations. ● Instructional Rounds ● Utilize SWIVL to record and reflect upon literacy instruction. ● Arrange for SPED teachers to observe regular classroom teachers implementing small group guided reading lesson. This could be facilitated through the use of SWIVL if scheduling in-person visits become difficult. ● Provide PL to support co-teaching teams; develop norms for co-teaching building-wide. 						
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> ● In grades K-5, teachers will send home a bag of books with students to be read at home daily. ● Schedule a walking field trip in the spring with support from the Winder Public Library. Invite families to attend and sign up for library cards. ● Various community members will visit and read books in K-2 classrooms. ● Monthly reading competitions to promote reading. ● Invite parents, families, and community members to read with our students. ● Literacy based foundational skills will be chosen for at least one APTT activity. 						
<p>Leadership Capacity</p> <ul style="list-style-type: none"> ● Clear communication from administration to teachers related to expectations for conducting reader's workshop and guided reading with fidelity. ● Leadership will participate in professional learning activities to build a common understanding throughout the building. ● Leadership will aid and develop our school culture as a welcoming, safe, and academically challenging environment for families and students. 						



Goal 2: Math Achievement

In 1st grade, establish a baseline using MAP.

In grades 2-5, our goal is for 58% of students to meet their projected growth target on the Spring MAP assessment in mathematics.

*Grade level goals based on cohorts of students.

2nd grade baseline = 26%, goal = 60 %	4th grade baseline = 51%, goal = 52%
3rd grade baseline = 32%, goal = 50%	5th grade baseline = 56%, goal = 68%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will improve specific components of math workshop: <ul style="list-style-type: none"> <input type="checkbox"/> Minimize time spent in whole group lessons (aim for 5-15 minutes) <input type="checkbox"/> Implement differentiated teacher-led small groups and independent activities <input type="checkbox"/> Create weekly common assessments in grades 1-5 and use results to plan small group activities <input type="checkbox"/> Consistent, daily implementation of the workshop model 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	Preplanning - review reading workshop components & expectations of implementation Sept./Jan./April - data meetings Fall/Winter - instructional rounds	Formal observations by administration. Informal observations by IC, lesson plans, coaching observation cycles by IC, instructional rounds.	% of classroom successfully implementing math workshop based on formal and informal observations	Instructional supplies Chromebook computers SWIVL cam
K-3 teachers will increase their effectiveness in the teaching of CGI by: <ul style="list-style-type: none"> <input type="checkbox"/> Implementing CGI a minimum of 3 times per week. <input type="checkbox"/> Consistent implementation of all of the components of CGI (review of the problem, use of manipulatives, completion and posting of discourse charts, etc.) <input type="checkbox"/> Post at least one new discourse chart per week 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade-level leads; Instructional Coach; administration	August 2018-May 2019 (2-3x/week)	Formal observations by administration. Informal observations by IC, lesson plans, coaching observation cycles by IC, instructional rounds.	% of classroom successfully implementing CGI lessons based on formal and informal observations Discourse Charts	Instructional supplies SWIVL cam



<p>Teachers in 4th and 5th grade will administer a weekly constructed response problem.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a common weekly constructed response problem in PLCs and record on a Google Document. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Team Leaders</p>	<p>August 2018-May 2019 (weekly)</p>	<p>Lesson Plans</p> <p>Constructed Response Problem Google Documents</p>	<p>Ongoing classroom assessments</p>	<p>Constructed Responses Book, resources</p>
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <ul style="list-style-type: none"> ● Provide specific interventions through EIP support, ESOL support, ELT, small group instruction, and collaborative planning. ● Use of research-based interventions from the repository based on analyzed data including MAP and GMA. ● Schedule EIP/ESOL support services to coincide with the work session of the mathematic instruction blocks. ● Ensure that EIP/ESOL students receive supplemental rather than replacement instruction. ● Maximize co-teaching opportunities for ESOL and EIP support staff during mathematic instruction blocks. ● Maximize co-teaching opportunities for Special Education support staff during mathematic instruction blocks. 						
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> ● Math Workshop book study for participating staff, <i>Math Workshop: 5 Steps to Implementing Guided Math, Learning Stations, Reflection, and More</i> by Jennifer Lempp. ● School instructional coach will provide ongoing PL and classroom support on effective implementation of Math Workshop components. ● PL on math workshop strategies. ● Implement checklist for math workshop to ensure fidelity with all students. ● Instructional Rounds ● Utilize SWIVL to record and reflect upon mathematic instruction. ● Arrange for SPED teachers to observe regular classroom teachers implementing small group math instruction. This could be facilitated through the use of SWIVL if scheduling in-person visits become difficult. ● Provide PL to support co-teaching teams; develop norms for co-teaching building-wide. 						
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> ● Teachers will create how to video tutorials for multiple math standards. ● Invite parents, families, and community members to practice math facts with our students. ● Mathematic based foundational skills will be chosen for at least one APTT activity. 						
<p>Leadership Capacity</p> <ul style="list-style-type: none"> ● Clear communication from administration to teachers related to expectations for conducting math workshop and CGI instruction with fidelity. ● Leadership will participate in professional learning activities to build a common understanding throughout the building. ● Leadership will aid and develop our school culture as a welcoming, safe, and academically challenging environment for families and students. 						



Goal 3: Attendance

Increase the percentage of students missing 5 or fewer days from 43% to 70%.

90% of our staff will miss 9 or fewer days, excluding days missed for professional purposes.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Encourage regular student attendance by: <ul style="list-style-type: none"> <input type="checkbox"/> create an attendance committee to meet monthly to discuss student attendance data, attendance incentives, etc. <input type="checkbox"/> providing individual and classroom incentives for perfect attendance <input type="checkbox"/> educating parents about the importance of regular daily attendance <input type="checkbox"/> following BCSS protocols for parent contacts after 3, 5, and 10 absences <input type="checkbox"/> partnering identified students with staff members for daily check-in, check-out: Bullpup Buddies 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	School Counselor and Attendance Committee Chairperson	Monthly attendance committee meetings Establish incentives during preplanning Review attendance data monthly at faculty meeting	Monthly attendance reports reviewed by attendance committee and SILT Review number of 5 and 10 day letters sent Bullpup Buddies report	Monthly attendance reports Review number of 5 and 10 day letters sent	Incentives- prizes, monthly attendance badges
Encourage regular staff attendance by: <ul style="list-style-type: none"> <input type="checkbox"/> create an attendance committee to meet monthly to discuss staff attendance data, attendance incentives, etc. <input type="checkbox"/> providing attendance incentives <input type="checkbox"/> Create staff attendance competition 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	School Counselor and Attendance Committee Chairperson	Bi-weekly staff attendance reports	Bi-weekly staff attendance reports Ongoing competition chart in PD room	Bi-weekly staff attendance reports Ongoing competition chart in PD room	Incentives
Additional supports for accelerated or academically struggling (Tiers 2-4) students						
<ul style="list-style-type: none"> • Counselor will keep a "watch list" for students with frequent absences. AP, Counselor, and Social Worker will meet monthly to discuss and determine follow-up for students on watch list. • Check in point person for individual students who are absent repeatedly: Bullpup Buddies. • Counselor will contact families with excessive absences to determine how we as a school could support and identify the root cause of the absences. • School wide initiative to promote consistent attendance. 						
Professional Capacity building to support the above goal and action steps						
<ul style="list-style-type: none"> • Committee formed to determine and implement attendance strategies. • Recognize individual and classroom perfect attendance incentives. 						



Family and Community Engagement

- Contact parents through Class Dojo after each absence.
- Contact parents after third absence by phone and record in Infinite Campus.
- Partners in Education helping with attendance incentives.

Leadership Capacity

- Clear communication from administration to teachers related to expectations for conducting monthly recognition of perfect attendance.
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Leadership will aid and develop our school culture as a welcoming, safe, and academically challenging environment for families and students.

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

Preschool-Elementary:

- Elementary “Sneak-a-Peek” for Parents of upcoming Pre-K and Kindergarten students.
- Elementary School Open House during Pre-Planning.
- Kindergarten Screenings, which included ideas of skills that parents could work on over the summer, prior to entering Kindergarten.
- IEP Transition Meetings from Preschool-Elementary, with a WES SpEd Teacher in attendance.

Elementary-Middle:

- 5th Grade “Field Trip” to tour Russell Middle School.
- WES Counselor and AP will meet with Russell Middle School Counselor at end of the school year to review 504 Plans, and discuss the individual needs of those students.
- 5th grade teachers will provide input with recommended math classes.
- Fifth grade teachers will hold transition meetings with Russell Middle School teachers to help support students with IEPs and/or 504s.
- Russell Middle School Counselor will visit each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year.

