



School Improvement Plan 2023 - 2024



Barrow County Winder Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Winder Elementary School
Team Lead	Andrea Neher
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	ELA: Students will master grade level appropriate literacy skills.
Root Cause # 1	Determine student needs and appropriate interventions through use of the BCSS Assessment Continuum.
Root Cause # 2	Creating a school-wide master schedule that allots the recommended number of minutes to each section of the ELA block, including Readers Workshop, Guided Reading, Phonics, Writing, as well as time for appropriate interventions to be delivered to those students not meeting appropriate standards.
Root Cause # 3	Continue the implementation of Vertical and Horizontal Professional Learning Communities that are focused on ensuring resources, instructional concepts, and materials are aligned to the standards as well as collaboratively creating formative assessments and/or rubrics/exemplars to align assessment practices to improve instruction.
Goal	Winder Elementary School students will increase their proficiency in Reading/English Language Arts as measured by Measures of Academic Progress (MAP). There will be an increase of 3% or more at each grade level cohort, kindergarten through fifth, in the percentage of students who meet or exceed their MAP Growth Targets between the Fall 2023 and Spring 2024 administrations.

Action Step # 1

Action Step	Implement writing program and analyze student data to guide instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas from PLCs, lesson plans, school-wide walkthrough data spreadsheet
Method for Monitoring Effectiveness	Writing data spreadsheet capturing student performance on pre/post assessments each quarter

Action Step # 1

Position/Role Responsible	Administration, Instructional Coach, Leadership Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	Integrate grammar instruction with reading and writing .
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Grade-level curriculum maps that include a scope and sequence of grammar standards integrated into ELA blocks.
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments, MAP
Position/Role Responsible	Administration, Instructional Coach, Grade Level Team Leaders, Teachers
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 3

Action Step	Participate in vertical and horizontal (grade level PLCs) collaborative planning to ensure alignment of instructional practices, resources, and pacing guides.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	-Instructional rounds by IC, admin, and BCSS staff -Peer observations by members of ELA Vertical Alignment Team -Informal observations/walkthroughs by Instructional Coach (IC) and administration -Coaching cycles by IC
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments, DIBELS, MAP, TRC, mid-year staff survey results, Milestones?
Position/Role Responsible	Administration, Instructional Coach, Grade Level Team Leaders
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 4

Action Step	Continue consistent daily implementation of the BCSS ELA Instructional Framework with an emphasis on small group instruction. Provide differentiated instruction via appropriately differentiated skill (phonics/decoding), strategy (comprehension/fluency), and guided groups (instructional reading level).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schoolwide walkthroughs conducted by administrators and/or instructional coach, lesson and unit plans, grade level meeting agendas
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments, DIBELS, MAP, TRC, mid-year staff survey results, Milestones?
Position/Role Responsible	Administration, Instructional Coach, Grade Level Team Leaders, Teachers
Timeline for Implementation	Weekly

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math: Students will master grade level math skills.
Root Cause # 1	Creating a school-wide master schedule that allots the recommended number of minutes to each section of the Math block, including HMH as well as Ga DOE units, in addition to time for appropriate interventions to be delivered to those students not meeting appropriate standards.
Root Cause # 2	Certified staff who teach math will ensure their lessons are narrowly aligned to standards by including a specific learning target and success criteria in lesson plans and/or slides, and share with words
Root Cause # 3	Mathematical modeling (moving from concrete representation to abstract representation) through the use of manipulatives by both staff and students.
Goal	Winder Elementary School students will increase their proficiency in Math as measured by Measures of Academic Progress (MAP). The median percentile will increase by 3 percentage points from Spring 2023 to Spring 2024 .

Action Step # 1

Action Step	Engage students in mathematical modeling to develop deep understanding of mathematics from the concrete to the abstract and to reinforce the use of common vocabulary and common strategy use.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, student work, peer observations, schoolwide walkthroughs by administration or instructional coach, Instructional Rounds, formative observations?
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments, MAP, Milestones

Action Step # 1

Position/Role Responsible	Instructional Coach, District Math Coach, Math Vertical Alignment Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	Participate in vertical and horizontal (grade level PLCs) collaborative planning to improve teacher clarity and alignment by deconstructing standards, examining student evidence of mastery, and defining success criteria
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson and unit plans, grade level meeting agendas, notes, artifacts; formative assessments; POP Cycles with Instructional Coach
Method for Monitoring Effectiveness	Improved student performance on grade-level formative and summative assessments, MAP, Milestones, mid-year staff survey results?
Position/Role Responsible	Instructional Coach, District Math Coach, Math Vertical Alignment Team, Grade level team leaders
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 3

Action Step	Implement the HMH Math curriculum with fidelity.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, unit plans, Instructional Rounds, PLC agendas, schoolwide walkthroughs conducted by administration or instructional coach, peer observations conducted by Math Vertical Alignment Team
Method for Monitoring Effectiveness	Improved student performance on MAP and GMAS, HMH assessment results
Position/Role Responsible	Instructional Coach, District Math Coach, Math Vertical Alignment Team members, grade level team leaders
Timeline for Implementation	Weekly

Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Climate and Culture: Maintain a safe, welcoming, and learning-focused school environment for all students, staff, and families.
Root Cause # 1	Increase the number of students present on at least 90% of instructional days. Increase the number of certified staff present on between 90% and 95% of instructional days.
Goal	Increase the percentage of students present on 90% or more days of school by 10% (Baseline 71.36%). Increase the number of certified staff present on 95% or more days of school by 5% (Baseline - 93% of staff present for 90% of days; 46% of staff present for 95% of days).

Action Step # 1

Action Step	Create a school-based attendance team and monitoring system.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Bi-weekly attendance meetings of Attendance Team.
Method for Monitoring Effectiveness	Analyze attendance trends for staff and students.
Position/Role Responsible	Administration, School Counselor, Registrar, Bookkeeper, School Nurse
Timeline for Implementation	Others : bi-weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community-based counselors;
--	-----------------------------

Action Step # 2

Action Step	Recognize staff and students for monthly and quarterly attendance perfect/improved attendance. Recognize students weekly and monthly for exhibiting targeted BoysTown Social Skills (weekly/biweekly) and Character Strong traits (monthly).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	announce staff awards at monthly all-staff meetings; announce students' awards weekly/biweekly/monthly on Remind and social media channels
Method for Monitoring Effectiveness	attendance data, Health Survey data, SAEBRS data
Position/Role Responsible	Administration, Counselor, Registrar, Leadership Team
Timeline for Implementation	Others : weekly/biweekly/monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 3

Action Step	Continue school-wide implementation of Boys Town's Well-Managed Schools Program. Targeted professional learning on the Boys Town program Well-Managed Schools for new staff and continued focus on social skills through practicing of routines and BoysTown lessons. (Training on August 27th)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	school-wide walkthroughs conducted by instructional coach or administrators, lesson plans, classroom artifacts
Method for Monitoring Effectiveness	discipline data, Health Survey data, midyear staff survey, SAEBRS data
Position/Role Responsible	Administration, PBIS committee, grade level team leaders
Timeline for Implementation	Others : daily

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 4

Action Step	Continue school-wide implementation of Character Strong curriculum.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	school-wide walkthroughs conducted by instructional coach or administrators, lesson plans, classroom artifacts
Method for Monitoring Effectiveness	discipline data, Health Survey data, midyear staff survey, SAEBRS data
Position/Role Responsible	Administration, PBIS committee, grade level team leaders
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Winder Elementary School frequently seeks input from all stakeholders through a variety of methods including, but limited to the following:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment surveys ● Perception surveys (Qualtrics, Instructional Coach feedback survey) ● Annual Federal Programs meetings (Fall and Spring) ● Informal conversations with stakeholders ● Individual conferences with all staff (three times annually)
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Winder Elementary School works with the Barrow County School System's Planning and Personnel Department to ensure our staff and future teacher candidates are certified and experienced in early childhood education or other pertinent fields in order to provide high quality instruction to all students.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Winder Elementary School provides instruction to students based on their needs as identified through data analysis protocols. Content areas of focus include reading and math which are addressed through a variety of instructional models (small group, 1-on-1, etc.).</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>na</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<ul style="list-style-type: none"> ● Elementary "Sneak-a-Peek" (open house plus screeners) for families of upcoming Kindergarten students during the months of May and July ● Open House for families during Pre-Planning ● IEP Transition Meetings from Preschool-Elementary, with a WES SpEd Teacher in attendance.
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<ul style="list-style-type: none"> ● 5th Grade walking "Field Trip" to tour Russell Middle School. ● Counselor and AP will meet with RMS Counselor toward the 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. ● 5th grade teachers will hold transition meetings with RMS teachers to help support students with IEPs and/or 504s. ● RMS Counselor will visit each 5th grade classroom in Spring to answer student questions and provide an overview of their 6th grade year
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<ul style="list-style-type: none"> ● School-wide implementation of Boys Town's Well-Managed Schools curriculum to teach and reinforce social skills, problem-solving, and conflict-resolution. 2023-2024 will be the third school year we have used this curriculum. ● School-wide implementation of Character Strong and recognizing students monthly for exhibiting that month's character trait. ● Fostering collective efficacy among staff & students by providing opportunities to serve in leadership roles (student leadership program, staff committees, School Governance Team, etc.)

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.