



Barrow County School System

Boldly Committed to Student Success

Kennedy Elementary School

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

NAME OF SCHOOL PRINCIPAL: Mr. Ryan Butcher

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	9/6/2017
Title I Director	David Beeland, Jr.	8/4/17
System Professional Learning Coordinator	Ginger Crosswhite	10/6/2017
School Governance Team Chairperson	Heather Williams	9/25/17
Principal	Ryan Butcher	9/25/17





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Parent Engagement	PACT meeting attendance- only 21.1% of parents attending 2 or more PACT meetings - parent conference attendance- 62% of parents attending 1 , surveys, parent volunteer data	All staff Parents	PACT Meetings Curriculum Night School Governance Team
Decoding and Phonemic Awareness in Kindergarten- 2nd grade Students	Anecdotal records from Boxed Instruction Data- All kids in Kindergarten and 1st grade. 75% of students moved more than 2 "boxes" throughout the year. Dibels Next GKIDS	Leadership Team Grade Level Teachers EIP Teachers Parents	PACT Meetings Curriculum Night Data sheets
3-5 Reading Comprehension	STAR Reports; Dibels Next; TRC; Study Island; FLP Data	Leadership Team Grade Level Teachers EIP Teachers Parents	PACT Meetings Curriculum Night Data sheets
K-5 Vocabulary (Include Math)	Dibels Next/TRC; GKIDS; STAR Reports; Study Island; FLP Data	Leadership Team Grade Level Teachers EIP Teachers Parents	PACT Meetings Curriculum Night
Writing in all areas Professional Learning in writing for K-2	Writing Data Assesslet data Survey- 85% of teachers in k-2nd grade asked for professional learning in writing for K-2	Leadership Team Grade Level Teachers EIP Teachers, Parents	PACT Meetings Curriculum Night
Math Fact Mastery	Weekly Grade Level Goals-47% of students met goal in 5 of 6 goal sessions	Leadership Team Grade Level Teachers EIP Teachers, Parents	PACT Meetings Curriculum Night
Number Sense	GKIDS 6 Week Goals- 62% of students met goal in 5 of 6 goal sessions Study Island	Leadership Team Grade Level Teachers EIP Teachers, Parents	PACT Meetings Curriculum Night
Explaining Math Answers in writing	Assesslet & Benchmark Data	Leadership Team Grade Level Teachers EIP Teachers	PACT Meetings Curriculum Night
Professional Learning in Guided Reading for 3-5	Survey- 85% of teachers 3-5th grade asked for professional learning in Guided reading	All Staff	
Professional Learning on reflecting on teaching practices	Survey	All Staff	





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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>84% of students in 3rd-5th grades will score developing or higher on Georgia Milestones English Language Arts EOG (82.2% last year)</p> <p>80% of all students in grades K-5 will be reading on or above grade level or show 2-4 levels of growth as evaluated on TRC. (77.9% of 3-5 students according to Ga Milestones scores last year)</p>	<p>- Students will be provided enrichment/ remediation/ intervention in ELA/Reading</p> <p>-Bottom 11-25% of EIP students will be served in Augmented style with additional teacher working exclusively with a single grade level</p> <p>-Students will keep goal sheets to be signed by parents and discussed at APTT meetings monitoring their progress on specific skills as identified by grade levels.</p> <p>-All members of school will participate in a sustained reading time (at least 10 minutes per day) and respond to what they read.</p> <p>-Guided Reading delivered to all students</p> <p>-Teachers will video and reflect on a lesson Accountability partners will view video and provide feedback. Focus will be on cognitive engagement, classroom management, and higher order thinking skills.</p> <p>-Monthly PLC's will focus on specifics in reading strategies and data and how it can be used to improve scores.</p>	<p>- Teachers</p> <p>- Grade level reps (Rice, Stephens, Escover, Holder, Ham, Chupp) for goals</p> <p>All homeroom teachers for Sustained Reading and Guided Reading. This will be monitored through lesson plans by Butcher and Meadows</p> <p>-Ryan Butcher will monitor GOFAR</p> <p>-Butcher, Meadows, and Vickers will be captains for Lesson reflections</p> <p>- Reading Committee</p>	<p>Daily During intervention time</p> <p>Daily</p> <p>APTT meetings held quarterly (Aug 21-24, Jan 22-25, Mar 26-29)</p> <p>Each day for a minimum of 10 minutes</p> <p>At least 3x a week (K-2) and at least 1x per week (3-5)</p> <p>Once per month</p> <p>PLC's happen 3x per month</p>	<p>6 weeks goal sheets</p> <p>Ga Milestones TRC/Dibels Next Assessments Benchmark Assessments Study Island Reports</p>	<p>Leaders Demonstrate: The importance of reading on grade level by providing the resources and professional learning needed for teachers to utilize effective instructional strategies that meet the individual needs of all learners.</p> <p>Teachers Demonstrate: The ability to use a variety of instructional strategies and interventions to meet the individual needs and ensure that all students are reading on or above grade level.</p> <p>Students Demonstrate: Mastery of ELA content standards as evidenced by their ability to read on or above grade level.</p>	<p>We will be monitoring progress on the 4th Tuesday of every month through our SIP monitoring Plan as well as through Data Meetings on a monthly basis. Individual Students will be monitored through APTT goals and RTI process. -Reading committee will monitor progress during their meetings.</p>	<p>Remedial Instruction in core classes; Paraprofessional salaries and benefits, Title I</p> <p>Instructional Supplies; \$2819 Title I</p> <p>Instructional Coach Salary and benefits, Title I</p>	<p>BCSS Indicators: 1:1</p> <p>AdvancED: Standard 3:1-11 Standard 5:1-5</p> <p>GA Standards: CS1-3 A1-5 I1-8</p>

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<p>70% of all students will be "math fact fluent" as defined by grade level standards (1st - addition through 20, 2nd Subtraction through 20, 3rd- multiplication through 12, 4th Division through 12, 5th Mixed) basic math facts. Designed by grade levels</p>	<p>- Students will be provided daily enrichment/remediation/intervention in Math during 45 minute intervention time.</p> <p>-Bottom 11-25% of EIP students will be served in Augmented style with additional teacher working exclusively with a single grade level</p> <p>-Students will keep goals sheets to be signed by parents and discussed at APTT meetings monitoring their progress on specific skills as identified by grade levels.</p> <p>-Students will spend at least 5 minutes daily practicing grade level specific math fact practice</p> <p>-K-3 math teachers implement CGI lessons 3 times a week</p> <p>-Monthly PLC's will focus on specific data and math strategies that can improv scores</p>	<p>- Shannon Rakestraw for intervention and EIP</p> <p>- Grade level reps (Rice, Stephens, Escover, Holder Ham, Chupp) for goals</p> <p>- All homeroom teachers for math practice. This will be monitored through lesson plans by Butcher and Meadows</p> <p>- Butcher and Meadows will monitor CGI through lesson plans</p> <p>- Butcher will monitor GOFAR</p> <p>-Butcher, Meadows, and Vickers will be captains for Lesson reflections</p> <p>-Math Committee</p>	<p>Daily intervention time</p> <p>Daily</p> <p>APTT meetings held quarterly? (Aug 21-24, Jan 22-25, Mar 26-29)</p> <p>At least 3x a week (K-2) and at least 1x per week (3-5)</p> <p>3x per month</p>	<p>6 weeks goal sheets</p> <p>Ga Milestones Benchmark Assessments Study Island Reports</p>	<p>Leaders Demonstrate: The importance of mastering grade level specific skills by providing the resources and professional learning needed for teachers to utilize effective instructional strategies that meet the individual needs of all learners.</p> <p>Teachers Demonstrate: The ability to use a variety of instructional strategies and interventions to meet the individual needs and ensure that all students are mastering grade level specific skills.</p> <p>Students Demonstrate: Grade level mastery of assigned math facts. Students should be able to successfully solve performance-based math tasks.</p>	<p>We will be monitoring progress on the 4th Tuesday of every month through our SIP monitoring Plan as well as through Data Meetings on a monthly basis. Individual Students will be monitored through APTT goals and RTI process.</p> <p>-Math committee will monitor this through their meetings</p>	<p>CGI Professional Learning Title II</p> <p>Remedial Instruction in core classes; Paraprofessional salaries, Title I</p> <p>Instructional Supplies; \$2819 Title I</p> <p>Instructional Coach Salary and benefits, Title I</p>	<p>BCSS Indicators: 1.1</p> <p>AdvancED: Standard 3:1-11 Standard 5:1-5</p> <p>GA Standards: CS1-3 A1-5 I1-8</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			
Students will produce at least 9 (3 of each genre) scored writing samples (using BCSS instructional writing rubrics) with feedback per year. (K-2 will be with support).	<p>-Familiarize all students and all teachers with approved BCSS instructional writing rubrics.</p> <p>-Recognize student writers with writing wall (1 per grade level per month)</p> <p>-Students complete assignments on Google classroom</p> <p>-Professional Learning with Georgia Center for Assessment (GCA) focusing on specifics of data that presented themselves after the writing samples.</p>	<p>-Instructional Coach will set up sessions with GCA</p> <p>-writing committee</p>	Monthly	Video lessons, student writing samples scored on state/county rubrics.	<p>Leaders Demonstrate: The importance of writing on grade level by providing the resources and professional learning needed for teachers to utilize effective instructional strategies that meet the individual needs of all learners.</p> <p>Teachers Demonstrate:The ability to use a variety of instructional strategies and interventions to meet the individual needs and ensure that all students are writing in a manner that successfully addresses all elements of the county approved writing rubric</p> <p>Students Demonstrate:Mastery of writing standards as evidenced by their ability to write narratives in a way that successfully addresses all points of county adopted writing rubric.</p>	We will be monitoring this monthly by having teachers update writing spreadsheet for each class. Teachers will share these with the Writing committee and will be used to make writing decisions on the committee	<p>Professional learning funds \$2000</p> <p>Instructional Coach Salary and benefits, Title I</p> <p>GCA, \$2000, Title I</p>	<p>BCSS Indicators*:1 1</p> <p>AdvancED: Standard 3:1-11 Standard 5:1-5</p> <p>GA Standards: CS1-3 A1-5 I1-8</p>

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			



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<p>40% of parents will attend at least 2 of the 3 APTT meetings (21.2% of parents attended 2 of the 3 PACT meetings last year)</p>	<p>-Notify parents via email, agendas, classroom newsletters, monthly newsletters, website, phone calls we will do these in all available languages as possible. Parents who do not attend will be called and invited to a make-up session within the week of the original APTT meeting.</p>	<p>Admin.</p>	<p>APTT meetings held quarterly (Oct, Jan, May)</p>	<p>Sign in sheets</p>	<p>Leaders Demonstrate: The importance of parent engagement in the success of students as well as the impact on school culture.</p> <p>Teachers Demonstrate: The importance of parent engagement in the success of students as well as the impact on school culture.</p> <p>Parents Demonstrate: The importance of partnering with schools to impact student achievement by attending APTT meetings and completing activities at home.</p> <p>Students Demonstrate: Demonstrate improvement in targeted foundational skills.</p>	<p>We will collect sign in sheets each APTT and send "wish you were here" letters to those who do not attend with survey of why they could not attend.</p> <p>Progress on foundational skills will be monitored and discussed in leadership team meetings.</p>	<p>Instructional Supplies, Title I, \$500</p>	<p>BCSS Indicators:3</p> <p>AdvancED:2.1, 2.2, 2.3, 2.4</p> <p>GA Standards: PO 1-4 FCE 1-5</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			
Kennedy Elementary School will have a 4 or 5 Star School Climate rating on the CCRPI.	<ul style="list-style-type: none"> - Monthly teacher recognitions - Monthly student welcome activities - PTO creation - increase use of social media to communicate with parents - Implementing 2 face-to-face parent conferences - APTT meetings 	Ryan Butcher Pat Meadows	Monthly Monthly August initial meeting Weekly December & February October, January, May	CCRPI score	<p>Leaders Demonstrate: the importance of school climate and culture on the overall perception and success of the school.</p> <p>Teachers Demonstrate:the importance of school climate and culture on the overall perception and success of the school</p> <p>Students Demonstrate: Pride in being a KES student.</p>		Instructional Supplies, Title I \$500	<p>BCSS Indicators:</p> <p>AdvancED: 2.1, 2.2, 2.3, 2.4</p> <p>GA Standards: PO 1-4, FCE 1-5</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
K-3 professional learning on writing in Math and Narratives from Georgia Center For Assessment	Ryan Butcher Mark Vickers	September November January March	Video Lessons Student Writing Samples scored on County Rubric	Sign-in sheets Video Lessons	\$2000
Video and reflection on teacher practice with discussion with chosen accountability partner. Focus on Cognitive Engagement, classroom management, and higher-order thinking.	All teachers	1x per month	Video lessons Reflection sheets	Uploaded video lessons Reflection sheets	
WIDA Standards training	April Sims Heather Williams and Sammy Pattillo	July 26, 2017	Video Lesson Powerpoint	Sign-in sheets	
GIFTED Education Training	Jodi Sorrells Monica Massei Joyce Scott	July 26, 2017	Video Lesson Powerpoint	Sign-in sheets	
Mandated Reporter Training	Amanda McClenny	July 26, 2017	Video Lesson Powerpoint	Sign-in sheets	
Code of Ethics and Handbook Training	Ryan Butcher Pat Meadows	July 26, 2017	Google Classroom video and handbook upload	Handbook overview quiz	
SAMR Lessons	Jodi Sorrells	Monthly through PLC meetings Tuesday mornings	Videos Websites SAMR exercises	Sign-in sheet Classroom Observation notes	
Professional Learning Communities for Reading, Writing, Math, Science, & Social Studies	Ryan Butcher Pat Meadows Monica Massei Mark Vickers Carl McCoy	3 weeks of the Tuesday morning meetings	Video Lessons Student Writing Samples scored on County Rubric Science Lessons Social Studies LEssons	Sign in sheets Powerpoints Videos Agendas and Minutes Redelivery at end of month	
TKES Training	Ryan Butcher Pat Meadows	July 26, 2017		Sign-in sheets Orientation	

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APTT Trainings	Ryan Butcher Mark Vickers Susan Dubnik Amanda McClenny Laura Griffith	August 14, 2017 January 16, 2018 March 19, 2018	Powerpoint	Sign-in sheets	
Overview of Study Island and Reading Eggs	Ryan Butcher	Mondays in August and September	Orientation Powerpoint	Sign in sheets	
TRC Training	Mark Vickers	August December April	Peer Scoring Sheets	Sign in sheets Peer Scoring	

