



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

West Bainbridge Primary, Ortega Ross

NAME OF DISTRICT/SUPERINTENDENT:

Decatur County, Tim Cochran

- Comprehensive Support School Targeted Support School Schoolwide Title 1 School
- Targeted Assistance Title 1 School Non-Title 1 School Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Ortega Ross	Principal	<i>Ortega Ross</i>
RC Tucker	Assistant Principal	<i>RC Tucker</i>
Amy Andrews	Lead Teacher	<i>Amy Andrews</i>
Dana Martin	Lead Teacher	<i>Dana Martin</i>
Kathrin Hunter	Counselor	<i>Kathrin Hunter</i>
Belinda Ingram	Counselor	<i>Belinda Ingram</i>
Jenna Atkinson	Teacher	<i>Jenna Atkinson</i>
Amy Barber	Teacher	<i>Amy Barber</i>
Kesha Brinson	Teacher	<i>Kesha Brinson</i>
Tiffany Hall	Teacher	<i>Tiffany Hall</i>
Sharon Morrison	Teacher	<i>Sharon Morrison</i>
Shanteria Wynn	Teacher	<i>Shanteria Wynn</i>
Courtney Williams	Teacher	<i>Courtney Williams</i>

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School _____ (Yes or No) School Designated as a Focus School _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Student academic need	Evidence of need	Possible action	Implications/ impact of action	Priority
<p>Increase the use of feedback within the Ready program to increase student proficiency percentages</p>	<p>iReady Reports; Teacher created tracking tools for iReady; student data folders Rubrics Minutes from data meetings</p>	<p>Ready Usage of program with fidelity. Monthly data meetings Academic Language: Continued usage of Kinsella strategies including academic language cards (pink and yellow cards) – teaching students to utilize to collaborate and communicate effectively</p>	<p>Improved proficiency in each domain in iReady Students demonstrate tracking data with the use of data folders Students demonstrate application of Language standards in their writing based upon specific rubric scoring</p>	
<p>Increase teacher clarity as it relates to student academic proficiency in Writing and Fluency in ELA and Math</p>	<p>Ready student workbooks Lesson plans: Purposeful Planning Differentiated Groups based on data from iReady TKES commentary</p>	<p>Application of ELA standards in writing: Ready Writing usage with 2nd graders; Writing utilizing vocabulary cards in K; Rubrics to score writing samples based upon Language standards; Development of Literacy team to guide progress towards improvement of application of Language standards in writing (ELA reps) Ready Writing 2nd. Math Fluency: Use of iReady, Moby Max, and other teacher toolbox items</p>	<p>Improved Lexile scores; Improved writing scores based on writing rubrics; Increase in iReady Growth Monitoring tools and graphs</p>	
<p>Increase digital literacy among the whole school community</p>	<p>Google Classroom Lesson plans that indicate that technology is utilized for creative assessment purposes; student work samples; PD Express transcripts reflecting that training has taken place</p>	<p>Google certified staff; Visitation to classrooms here at WBE and across the county that utilize technology as a means for students to demonstrate standards mastery creatively; Peardeck. Professional Learning in regards to utilizing technology in a manner to creatively assess standards mastery; Digital Literacy Standards; Google Classroom;</p>	<p>Improved common assessments; improved iReady proficiency scores; Improved growth monitoring scores; improved data in historical data in iReady</p>	

SMART GOAL #1 Teachers and students will increase the iReady Math overall proficiency percent by 3% for the EOY
 (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Academic Year 2021-2022	Kindergarten – 2 nd grade	<p>iReady Usage of program with fidelity. Monthly data meetings</p> <p>Academic Language: Continued usage of Kinsella strategies including academic language cards (pink and yellow cards) – teaching students to utilize to collaborate and communicate effectively</p> <p>Math Fluency Use of iReady, Moby Max, and other teacher toolbox items</p>	<p>iReady Reports; Teacher created tracking tools for iReady; student data folders Rubrics Minutes from data meetings</p>	<p>School Leaders Demonstrate: Track Data in Monthly Meetings Monitor student data</p> <p>Teachers Demonstrate: Data Folders Track student progress with iReady</p> <p>Students Demonstrate: Student tracking their own data folders and growth movement in iReady</p> <p>Parents Demonstrate:</p>	Improved proficiency in each domain in iReady Students demonstrate tracking data with the use of data folders Students demonstrate application of Language standards in their writing based upon specific rubric scoring	

SMART GOAL #2 Teachers and students will increase the iReady ELA overall proficiency percent by 3% for the EOY
 (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Academic Year 2021-2022	Kindergarten – 2 nd grade	<p>Application of ELA standards in writing: Ready Writing usage with 2nd graders; Writing utilizing vocabulary cards in K; Rubrics to score writing samples based upon Language standards; Development of Literacy team to guide progress towards improvement of application of Language standards in writing (ELA reps) Ready Writing 2nd.</p> <p>Math Fluency: Use of iReady, Moby Max, and other teacher toolbox items</p>	Ready student workbooks Lesson plans: Purposeful Planning Differentiated Groups based on data from iReady TKES commentary	<p>School Leaders Demonstrate: Track Data in Monthly Meetings Monitor student data</p> <p>Teachers Demonstrate: Data Folders Track student progress with iReady</p> <p>Students Demonstrate: Student tracking their own data folders and growth movement in iReady</p> <p>Parents Demonstrate::</p>	Improved Lexile scores; Improved writing scores based on writing rubrics; Increase in iReady Growth Monitoring tools and graphs	

SMART GOAL #3 West Bainbridge Primary will increase Google certified staff by 5% to increase capacity of digital literacy school-wide

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Academic Year 2021-2022	All Certified Teachers	Google certified staff; Visitation to classrooms here at WBP and across the county that utilize technology as a means for students to demonstrate standards mastery creatively; Peardeck. Professional Learning in regards to utilizing technology in a manner to creatively assess standards mastery; Digital Literacy Standards; Google Classroom;	Google Classroom Lesson plans that indicate that technology is utilized for creative assessment purposes; student work samples; PD Express transcripts reflecting that training has taken place	<p>School Leaders Demonstrate: Periodic trainings for teachers in Google tools at the school level.</p> <p>Teachers Demonstrate: Attendance to trainings at the school level and district level</p> <p>Students Demonstrate: Use Chromebooks efficiently in Google Classroom</p> <p>Parents Demonstrate:</p>	Improved common assessments; improved iReady proficiency scores; Improved growth monitoring scores; improved data in historical data in iReady	

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
<i>Integration of teaching ELA standards into writing instruction</i>	<i>Throughout 2021-2022</i>	<i>“Expert” teachers within the building and district; Academic Coaches; Lead Teacher; Journeys Consultant</i>	<i>Principal, Assistant Principal, Instructional Coaches, and Lead Teacher</i>	<i>Improved writing results on common assessments; improved scores on daily work as scored with state rubrics;</i>	
<i>Fact Fluency/ELA Fluency</i>	<i>Throughout 2021-2022</i>	<i>Teachers within the building and district; lead teacher; consultants; Academic Coach</i>	<i>Principal, Assistant Principal, Instructional Coaches, and Lead Teacher</i>	<i>Scored fact assessments Scored common assessments and improved scores Students more efficient when solving basic computation problems. Improved Lexile scores; Improved writing scores based on writing rubrics; Increase in iReady Growth Monitoring tools and graph</i>	

<p><i>Digital Literacy</i></p>	<p><i>Throughout 2021-2022</i></p>	<p><i>All Teachers within the building and district;; Lead Teacher</i></p>	<p><i>Principal, Assistant Principal, Lead Teacher, Instructional Coaches</i></p>	<p><i>Increase Google Certified Teachers and capacity in Professional Learning in regards to utilizing technology in a manner to creatively assess standards mastery; Digital Literacy Standards; Google Classroom;</i></p>	
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Professionally Qualified Staff

(SWP 3, 5)

All courses are taught by professionally qualified staff. Yes
If no, explain.

List efforts to recruit professionally qualified teachers to your school.

The Decatur County Human Resources Department strives to hire, retain and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools to be 100% PQ. Decatur County Schools strives to hire teachers and paraprofessionals that are 100% PQ in all areas, while continuing to follow the ESSA and district PQ requirements.

Describe how the school will ensure that low-income and minority children enrolled in the Title 1 school are not served at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers. Sec. 1111 (g)(1)(B)

Decatur County Schools continues to work to attract and retain professionally qualified applicants, both teachers & school leaders, and continues to encourage employees to expand their knowledge/certification to meet critical need areas. Continuous professional improvement is offered to educators in Decatur County Schools by providing a myriad of professional development opportunities, through Professional Learning Communities (PLC). Administrators & other school leaders provide increased knowledge in various topics. By providing professional development and professional learning communities, Decatur County promotes highly effective teachers. To ensure that ineffective teachers do not continuously teach minority and/or economically disadvantaged students, professional learning is mandated to support new teaching strategies and techniques. Teacher Key Effectiveness System is to monitor the effectiveness of all Decatur County teachers.

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

West Bainbridge Primary

West Bainbridge Primary

Goal: Increase student attendance

2021-2022	2022-2023
93%	
Goal	

Percent of students grades K-4 absent less than 10% of enrolled days

Goal: Increase Teacher/Leader/Staff attendance

School Level	2022 Attendance Goals	2023 Attendance Goals
Certified	31%	
Non Certified	19%	
Leadership	20%	

**% of staff members missing 10 or more days

West Bainbridge Primary

Goal: Decrease the number of days of OSS and ISS

	2022 Suspensions	2023 Suspensions
OSS	68 Days or less (36 students or less)	
	Goal	
ISS	15 Days or less (3 students or less)	
	Goal	

West Bainbridge Primary

Goal: Increase the percentage of students achieving Lexile Targets

Schools	2022	2023
Primary K	70%	
100 Target		
Primary 1 st	70%	
350 Target		
Primary 2 nd	70%	
550 Targer		

Required Questions:

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) was sought and included. [Sec. 2103(b)(2)]

Parents were given opportunities at the school and district level for all Title I meetings to offer suggestions and provide feedback. During school council members/community conversations stakeholders are given the opportunity to offer feedback and suggestions for the upcoming school year. Faculty are given the opportunity to participate in data analysis reviews, which occur throughout the school year. Needs are identified in this process. The Leadership Team/ School Wide Plan team then develops plans to target these areas of weakness in this current plan and the school's needs of the most at-risk students and action steps are planned.

Parents, students and community partners are invited to provide input and feedback. Parents & stakeholders are invited to the school wide plan meeting where we discuss the needs of our school and as for input on the spending plan for the 1% Parent Family Engagement set aside. Parents are also offered to submit feedback to the school at any time during the school year, as the form is supplied on our school website.

2. Provide a description of the Title 1 instructional program being implemented at this Title 1 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.

Sec. 1114(b)(7)(ii)

- Paraprofessionals in Elementary – Are professionally qualified and serve to provide small group, hands on instruction. Provide interventions in reading and math. Required to keep logs documenting the intervention and students served. Technology instruction to promote digital literacy.
- IReady – Targeting Reading and Math
- Elementary - digital literacy with paraprofessional
- Lead Teachers – to assist the school/teachers with curriculum, support of quality instruction, guiding in disaggregating of data to determine academic needs of most at-risk students.

3. 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 program to local elementary school programs. Sec 1114 (b)(7)(V).

Bright from the Start Preschool classrooms are housed in the zoned elementary school which allows students and families a smooth transition to grades K-4. PK staff holds orientation meetings to describe the program and encourages parent engagement in PK and school-wide functions. PK teachers hold two parent conferences each year which describe student progress and offers support and suggestions of ways that parents can help their students at home. Early Learner Workshops are held district wide and include all families with young students to focus primarily on literacy and other readiness skills. School and district personnel communicate regularly with Head Start, private, and at home day care providers to provide professional development and to promote literacy skills, such as increasing vocabulary, oral language, and pre-reading skills.

4. 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; and • Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]

N/A

5. 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. [Sec. 1114(b)(7)(III)] Positive behavior practices will be implemented so a more proactive approach to discipline will be followed.

Students will attend grade level assemblies to address Code of Conduct and the expectation of good behavior.

At-risk students will participate in a mentoring program with positive role models from the community.

Teachers use a class reward system to reward students weekly if they show expected behaviors throughout the week.

6. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. All intervention programs used in the school (paid by Title 1) have been vetted and are research and evidence based:

Paraprofessionals in Elementary – Are professionally qualified and serve to provide small group, hands on instruction. They provide interventions in reading and math. They are required to keep logs documenting the intervention and students served.

We also provide technology instruction to promote digital literacy.

7. Describe how the school will implement effective parent and family engagement strategies.
- Compact – parent, student, school components – specific goals linked to SWP, developed with parents/stakeholders
 - Parent Engagement Plan - developed with parents/stakeholders
 - Describe how volunteers and chaperones will be mobilized
 - Plan and link three or more school level workshops to learning and SWP goals
 - Communication: School Messenger (fyi- SM is paid with Title 1), District newsletter, school newsletters, website (with translation features & ADA compliance)
 - Parent Engagement on the Road
 - School Council, PTO, Community Conversations, etc
 - Early Learner Workshops