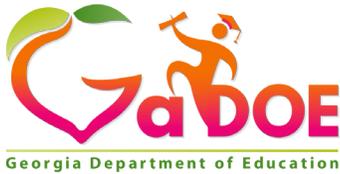


School Improvement Plan 2018-2019



West Green Elementary Coffee County



Richard Woods, State School Superintendent
"Educating Georgia's Future."

205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(404) 657-4209
www.gadoe.org
askdoe@gadoe.org

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | |
|-------------------------------------------------------------------------|-------------------|
| · Georgia's Systems of Continuous Improvement Overview | February 10, 2017 |
| · Planning and Preparation | February 17, 2017 |
| · Coherent Instructional System | February 24, 2017 |
| · Effective Leadership | March 3, 2017 |
| · Professional Capacity | March 10, 2017 |
| · Family and Community Engagement | March 17, 2017 |
| · Supportive Learning Environment | March 24, 2017 |
| · Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017 |
| · Problem Solving Process and Selecting Interventions | April 7, 2017 |
| · Improvement Planning - Systems and Processes | April 21, 2017 |
| · Planning - Budgeting | April 28, 2017 |
| · Submitting the Comprehensive LEA Improvement Plan (CLIP) | May 5, 2017 |

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Coffee County
<i>School Name</i>	West Green Elementary
<i>Team Lead</i>	Anne Peterson
<i>Position</i>	Principal
<i>Email</i>	anne.peterson@coffee.k12.ga.us
<i>Phone</i>	(912) 384-2032

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
<input type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific

Measurable

Attainable

Relevant

Time-bound

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the school and its resources
- EL-5 Driving improvement efforts

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

2.1 OVERARCHING NEED #1

Overarching Need	
Not enough students scoring Level 3 and Level 4 on GMAS in ELA	
Root Cause #1	Lack of in-depth, collaborative writing instruction across grade levels.
Root Cause #2	Students reading below grade level
Root Cause #3	Poor reading fluency skills
Root Cause #4	Instruction and assessments not aligned to rigor of state standards
Root Cause #5	Weak grammar instruction embedded in writing
GOAL	Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in ELA: 3rd Grade- from 34% to 45% 4th Grade- from 30% to 45% 5th Grade- from 25% to 45%

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in ELA: 3rd Grade- from 34% to 45% 4th Grade- from 30% to 45% 5th Grade- from 25% to 45%		
Structure(s)	CIS-1, CIS-2, CIS-3, CIS-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Training and implementation of Bookworms lessons from Comprehensive Reading Solutions (purchase of additional books, as needed)	Title I Purchase Bookworms materials	a. Beginning August 2018 (periodic training and daily implementation)	Academic Coach API
		b. Agendas; Walk-throughs; Observations; lesson plans	Principal
2. Training and implementation of research-based strategies learned through Growing Readers Initiative	Growing Readers Initiative Funding; Title I Purchase add'l materials for Growing Readers-Writing Strategies book	a. Beginning August 2018	RESA Growing Readers Team Principal Academic Coach API
		b. Agendas; Walk-throughs; Observations; lesson plans	
3. In-House Training and implementation of Lucy Calkins Units of Study in Writing training	Title I	a. Beginning August 2018 (periodic training and daily implementation)	Academic Coach Principal API
		b. Agendas; Walk-throughs; Observations; lesson plans	
4. Use of iRead, Read 180, System 44, Reading Eggs, Essential Skills, Flocabulary, Study Island, IXL, Math Seeds computer software for intervention, Brain Pop	Title I Purchase licenses as needed	a. Beginning August 2018 (daily)	Principal API
		b. Data from programs; notes from PLCs; RTI meetings with API; lesson plans	Academic Coach
5. Formal/informal assessments to gauge student progress	Purchase instructional supplies	a. Beginning August 2018 (daily/weekly/monthly/end of 9 weeks)	Principal API
		b. notes and agenda from PLCs; evidence of change in instruction based on assessment data	Academic Coach
6. Professional learning on the teaching of phonics	Title I, Title IIA	a. Beginning September 2018	Principal API
		b. notes and agenda from PLCs; evidence of change in instruction based on strategies learned through professional development; walk-throughs	Academic Coach
7. Increased access to instructional technology.	Title I Purchase instructional	a. Beginning August 2018	Principal API
		b. lesson plans; TKES evaluations; circulation records; direct	Academic Coach

	technology hardware and software as needed, including Activboard supplies	observation; software usage records	
8. Incorporate Brain Pop & Brain Pop Jr in ELA/Reading lesson plans (includes Spanish components for ELLs)	Title I Purchase license for software	a. Beginning August 2018	Principal API
		b. lesson plans; TKES evaluations; direct observation	Academic Coach
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Addressed in Action Steps		Addressed in Action Steps	
English Learners		Migrant	
Ensure daily schedules of EL students have instructional support and ESOL teacher has collaboration time with general ed teachers.		Ensure MEP students receive support from SSP based on implementation plans to address ELA needs.	
Race/Ethnicity/Minority		Students with Disabilities	
Addressed in Action Steps		Ensure daily schedule of SPED students have instructional support per the IEP and SPED teacher has collaboration with general ed teachers.	

EFFECTIVE LEADERSHIP

GOAL Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in ELA:
3rd Grade- from 34% to 45% **4th Grade-** from 30% to 45% **5th Grade-** from 25% to 45%

Structure(s) EL-2, EL-3, EL-5

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Administrators will participate in PLCs.		a. Beginning August 2018 (weekly) b. Sign-in sheets; notes from PLCs	Principal API
2. Administrators will perform walk-throughs to check for evidence of implementation of specific strategies.		a. Beginning September 2018 (weekly) b. TKES data ; observation notes; walk-through schedules	Principal API
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Ensure daily schedules of EL students have instructional support and ESOL teacher has collaboration time with general ed teachers. Administrators will flag the EL students in the data room to keep focus on this subgroup.	Ensure MEP students receive support from SSP based on implementation plans to address ELA needs.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Ensure daily schedule of SPED students have instructional support per the IEP and SPED teacher has collaboration with general ed teachers. Administrators will flag the SWD in the data room to keep focus on this subgroup.

PROFESSIONAL CAPACITY

GOAL Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in ELA:
3rd Grade- from 34% to 45% **4th Grade-** from 30% to 45% **5th Grade-** from 25% to 45%

Structure(s) PC-2, PC-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Form Grade Level/Content Level PLCs with norms and covenants.	Title I General Fund Purchase Instructional Supplies	a. PLCs in place by September 2018	Principal Asst. Principal Academic Coach
		b. Direct Observation, Artifacts, PLC Notebooks	
2. Develop calendar of content to be addressed in PLCs		a. September 2018	Principal Asst. Principal Academic Coach
		b. Direct Observation, Artifacts, PLC Notebooks	
3. Through professional learning, increase knowledge of strategic implementation of Illuminate, interactive whiteboards, Google Classroom, and other available software.	Title I Purchase Instructional Supplies	a. Ongoing throughout the year, beginning August 2018	Principal Asst. Principal Academic Coach
		b. sign-in sheets, direct observation, lesson plans, TKES evaluations	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Tracking of data through ESOL, CBMs, formative assessment, benchmarks	Ensure MEP students receive support from SSP as needed based on results of data from CBMs, formative assessments, benchmarks.
Race/Ethnicity/Minority	Students with Disabilities

Addressed in Action Steps.

Tracking of data through SPED, CBMs, formative assessment, benchmarks

FAMILY and COMMUNITY ENGAGEMENT

GOAL Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in ELA:
3rd Grade- from 34% to 45% **4th Grade-** from 30% to 45% **5th Grade-** from 25% to 45%

Structure(s) FCE-1, FCE-2, FCE-4, FCE-5

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Reading Night- Dr. Seuss Night (reading activities for PreK-5 students, including special literacy activities appropriate for 3-4 year olds)	Title I General Fund Purchase of instructional materials, including games/activities from TPT	a. September 21, 2018 b. Agendas; sign-in sheets; evaluations	Academic Coach Principal API
2. Writing Night (writing activities for PreK-5 students, including special literacy activities appropriate for 3-4 year olds)	Title I General Fund Purchase of instructional materials, including games/activities from TPT	a. February 1, 2018 b. Agendas; sign-in sheets; evaluations	Academic Coach Principal API
3. Materials purchased for distribution through the Parent Resource Center, including activities appropriate for children ages 3 and under.	Title I Purchase games/activities/supplies for PRC	a. On-going, beginning September 2018 b. requisitions; PRC inventory & check-outs	Academic Coach
4. Reading Newsletters from Parent Institute provided monthly to families in Spanish and English. Provide parents with Reading brochures from Parent Institute.	Title I Purchase of Reading Newsletters/Brochures from Parent Institute	a. Monthly beginning September 2018 b. copies of newsletters/brochures	Academic Coach
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.

English Learners	Migrant
Provide language-appropriate services to families at the parent nights through an interpreter, as well as materials in their native language for parents.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in ELA:
3rd Grade- from 34% to 45% **4th Grade-** from 30% to 45% **5th Grade-** from 25% to 45%

Structure(s) SLE-2, SLE-3

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. In PLCs, teachers and admins will analyze data from assessments and track the data on the data boards.	Title I; General Fund Purchase of Magna-Tab materials for data tracking, as needed	a. Weekly, monthly, every 9 weeks	Principal Asst. Principal Academic Coach Teachers
		b. Agendas, Sign-in sheets; notes from PLCs; copies of data	
2. In PLCs, teachers and admins will track progress through the RTI process.		a. weekly, monthly	Principal Asst. Principal Academic Coach Teachers
		b. Agendas, Sign-in sheets; notes from PLCs; data boards	
3. In PLCs, teachers and admins plan for next steps using results of data tracking.	Title I Purchase of Instructional Supplies	a. Weekly, monthly, every 9 weeks	Principal Asst. Principal Academic Coach Teachers
		b. Agendas, Sign-in sheets; notes from PLCs	
4. Teachers will administer CBMs (DIBELSNext, IPI, IDI, Reading Inventory)	Title I Purchase of DIBELS materials	a. 3x/year except for RI which is 5 times per year, beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. CBM Administration Schedule; copies of CBM results	
5. Implement RTI as needed, based on student data.	Purchase of copy paper	a. Beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. results of CBMs, RTI notes and documentation	
6. Use student data to inform differentiation through flexible grouping.	Title I Purchase of Instructional Supplies	a. Beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. assessment results and lesson plans showing differentiation based on data	
7. Identify students needing intervention through Read 180 and System 44 using Lexiles.	Title I Purchase of Software License as needed	a. Beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. Lexile data, Read 180 and System 44 enrollment records	
8. Administer PALS to pre-K students 2x year and use data to inform instruction in pre-K classrooms		a. Beginning August 2018 (2x year for assessment)	Principal Asst. Principal Academic Coach Pre-K Teachers
		b. lesson plans; data analysis documentation	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

2.1 OVERARCHING NEED #2

Overarching Need	
Increase number of students scoring Level 3 and Level 4 on Georgia Milestones in Math	
Root Cause #1	Weak number sense
Root Cause #2	Lack of fluency in basic skills
Root Cause #3	Instruction and assessments not aligned to rigor of state standards
Root Cause #4	
Root Cause #5	
GOAL	Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in Math: 3rd Grade- from 54% to 60% 4th Grade- from 34% to 45% 5th Grade- from 33% to 45%

COHERENT INSTRUCTIONAL SYSTEM

GOAL Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in Math:
3rd Grade- from **54%** to **60%** **4th Grade-** from **34%** to **45%** **5th Grade-** from **33%** to **45%**

Structure(s) CIS-1, CIS-2, CIS-3, CIS-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Professional development on the use of manipulatives to build number sense, as well as implementation of strategies in the classroom.	Title I Purchase of Instructional Materials for PL	a. Beginning September 2018 b. Agendas, Sign-in sheets; notes from PLCs; lesson plans	Academic Coach Teachers
2. Pervasive use of Number Talks in every math classroom, using Number Talks by Sherry Parrish for reference.	Title I; General Fund Purchase of additional Number Talks (Fractions)books; chart paper	a. Daily beginning August 2018 b. Walkthroughs; TKES evaluations; lesson plans	Principal API Academic Coach Teachers
2. Professional development on research-based strategies for building fluency with math facts, as well as implementation in the classroom.	Title I Purchase of instructional supplies	a. Beginning September 2018 b. Agendas, Sign-in sheets; notes from PLCs; Walkthroughs; TKES evaluations; lesson plans	Academic Coach Teachers
3. Use of Splash Math, Math Seeds, IXL, Study Island, Brain Pop and Brain Pop Jr to build number sense and math fact fluency (includes Spanish components for ELLs, enrichment for gifted, support for SPED).	Title I Purchase of software license	a. Daily/Weekly beginning August 2018 b. Lesson plans, TKES evaluations; Walkthroughs; software usage reports	Principal API Academic Coach Teachers
5. Use of Math Manipulatives for building number sense	Title I Purchase of math manipulatives, as needed, and activities for using the manipulatives	a. Daily/Weekly/Monthly beginning August 2018 b. Walkthroughs; TKES evaluations; lesson plans	Principal API Academic Coach Teachers
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant

Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

EFFECTIVE LEADERSHIP

GOAL	Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in Math: 3rd Grade- from 54% to 60% 4th Grade- from 34% to 45% 5th Grade- from 33% to 45%
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Structure(s)	EL-2, EL-3, EL-4, EL-5
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
3. Administrators will participate in PLCs.		a. Weekly beginning August 2018	Principal API
		b. Direct Observation, Artifacts, PLC Notebooks	
4. Administrators will perform walk-throughs to check for evidence of implementation of specific strategies.		a. Weekly beginning September 2018	Principal API
		b. Walk-through schedules, observations, TKES data	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
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Addressed in Action Steps.	Addressed in Action Steps.
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English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

PROFESSIONAL CAPACITY

GOAL	Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in Math: 3rd Grade- from 54% to 60% 4th Grade- from 34% to 45% 5th Grade- from 33% to 45%
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Structure(s)	PC-2, PC-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Form Grade Level/Content Level PLCs with norms and covenants.	Title I General Fund Purchase Instructional Supplies	a. PLCs in place by August 2018	Principal Asst. Principal Academic Coach
		b. Direct Observation, Artifacts, PLC Notebooks	
2. Develop calendar of content to be addressed in PLCs		a. August 2018	Principal Asst. Principal Academic Coach
		b. Direct Observation, Artifacts, PLC Notebooks	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
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Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

FAMILY and COMMUNITY ENGAGEMENT

GOAL Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in Math:
3rd Grade- from 54% to 60% **4th Grade-** from 34% to 45% **5th Grade-** from 33% to 45%

Structure(s) FCE-1, FCE-2, FCE-3, FCE-4, FCE-5

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Math Night (math activities for Pre-K-5, including special numeracy activities for children younger than 4)	Title I General Fund Purchase of instructional materials, including games/activities from TPT	a. October 26, 2018 b. Agendas, Sign-In Sheets; evaluations	Academic Coach
2. Monthly Math Newsletters from Parent Institute in both English and Spanish	Title I Purchase Math newsletter	a. Monthly beginning September 2018 b. copies of newsletters	Academic Coach
3. Purchase math materials for distribution through the Parent Resource Center, including materials appropriate for 3 & 4 year olds	Title I Purchase games/activities/supplies for PRC	a. beginning September 2018 b. Distribution Records, Inventory list	Academic Coach
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Provide language-appropriate services to families at the parent nights through an interpreter, as well as materials in their native language for parents.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities

Addressed in Action Steps.	Addressed in Action Steps.
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SUPPORTIVE LEARNING ENVIRONMENT

GOAL	Increase the number of students scoring Level 3 (Proficient) and Level 4 (Distinguished) on GMAS in Math: 3rd Grade- from 54% to 60% 4th Grade- from 34% to 45% 5th Grade- from 33% to 45%
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Structure(s)	SLE-2, SLE-3
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
5. In PLCs, teachers and admins will analyze data from assessments and track the data on the data boards.	Title I Purchase of Magna-Tag materials, as needed, for data tracking	a. Weekly beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. Agendas, Sign-in sheets; notes from PLCs; Walkthroughs; TKES evaluations; data tracking forms; data boards	
6. In PLCs, teachers and admins will track progress through the RTI process.	Title I Purchase of copy paper	a. Weekly beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. Agendas, Sign-in sheets; notes from PLCs; Walkthroughs; TKES evaluations; data tracking forms; data boards	
7. In PLCs, teachers and admins plan for next steps using results of data tracking.	Title I Purchase of Instructional Supplies	a. Weekly beginning August 2018	Principal Asst. Principal Academic Coach Teachers
		b. Agendas, Sign-in sheets; notes from PLCs; Walkthroughs; TKES evaluations; data tracking forms; data boards	
8. Teachers will administer CBMs (AimsWeb Math)	Title I Purchase of copy paper	a. 3x/year beginning August 2018	Academic Coach Teachers
		b. CBM Administration Schedule, copies of CBM results	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
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Addressed in Action Steps.	Addressed in Action Steps.
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English Learners	Migrant
Administrators will flag the EL students in the data room to keep focus on this subgroup during PLCs.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Administrators will flag the SWD students in the data room to keep focus on this subgroup during PLCs.

2.2 OVERARCHING NEED #3

Overarching Need	
Positive increase in school climate.	
Root Cause #1	Sporadic goal-setting and monitoring
Root Cause #2	Inconsistent schoolwide expectations for behavior
Root Cause #3	Lack of in-depth focus on social emotional health of students which manifests itself in lack of motivation, bullying, decrease in academic success, truancy, and violent behavior.
Root Cause #4	
Root Cause #5	
GOAL	Increase the student score on the Georgia Student Health Survey from 80.669 to 90. Increase the teacher/staff score on the Georgia Student Health Survey from 86.868 to 93. Maintain the School Climate score on CCRPI at 5 stars.

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the student score on the Georgia Student Health Survey from 80.669 to 90. Increase the teacher/staff score on the Georgia Student Health Survey from 86.868 to 93. Maintain the School Climate score on CCRPI at 5 stars.
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Structure(s)	CIS-1, CIS-2, CIS-3, CIS-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Teachers will work with students to set goals for ELA and Math.	Title I Purchase of notebooks, bulletin board paper and copy paper. Purchase goal-setting materials from TPT.	a. Beginning August 2018	Teachers Academic Coach
		b. student goal tracking forms and classroom goal tracking documentation (bulletin boards, notebooks, etc.)	
2. Teachers will work with students to track and monitor their own progress toward attainment of goals.	Title I Purchase of notebooks, bulletin board paper and copy paper	a. Daily, Weekly, Monthly, every 9 weeks, beginning August 2018	Teachers Academic Coach
		b. student goal tracking forms	
3. Schoolwide PBIS implementation, including implementation and refinement of PBIS lesson plans for common areas	General Fund	a. Beginning August 2018	Principal API PBIS Team Leader Teachers
		b. PBIS team meeting minutes, sign-in sheets, artifacts, lesson plans	
4. Why Try? Program- (a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success)	Title IV purchase of Why Try? program	a. Beginning October 2018	Counselor
		b. lesson plans, artifacts	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.

English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

EFFECTIVE LEADERSHIP

GOAL	Increase the student score on the Georgia Student Health Survey from 80.669 to 90. Increase the teacher/staff score on the Georgia Student Health Survey from 86.868 to 93. Maintain the School Climate score on CCRPI at 5 stars.
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Structure(s)	EL-1, EL-2, EL-4, EL-5
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Administrators will monitor classroom goal-tracking and school-wide goal tracking.	Title I	a. Ongoing, beginning August 2018	Principal API
		b. student goal tracking forms and classroom goal tracking documentation (bulletin boards, notebooks, etc.)	
2. Administrators will lead, participate in, and monitor implementation and effectiveness of Student Advocacy Plan (C.A.B.-Caring Adult in the Building).	Title IV Purchase instructional supplies, copy paper, notebooks	a. Ongoing, beginning September 2018	Principal API
		b. agenda from CAB meeting; CAB assignments; year-end evaluations of program	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities

Addressed in Action Steps.

Addressed in Action Steps.

PROFESSIONAL CAPACITY

GOAL	Increase the student score on the Georgia Student Health Survey from 80.669 to 90. Increase the teacher/staff score on the Georgia Student Health Survey from 86.868 to 93. Maintain the School Climate score on CCRPI at 5 stars.
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Structure(s)	PC-2, PC-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Work in PLCs to track and monitor student progress and identify interventions	Title I Purchase of Magna-Tag supplies for data boards, as needed	a. Weekly beginning August 2018	Academic Coach API Principal
		b. PLC Agendas; sign-in sheets; data forms; data boards	
2. Professional development in dropout prevention, violence prevention, truancy reduction, and increased academic success through the WhyTry Program	Title IV purchase of Why Try? Program	a. Beginning October 2018	Counselor
		b. PLC Agenda; sign-in sheets	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

FAMILY and COMMUNITY ENGAGEMENT

GOAL	Increase the student score on the Georgia Student Health Survey from 80.669 to 90. Increase the teacher/staff score on the Georgia Student Health Survey from 86.868 to 93. Maintain the School Climate score on CCRPI at 5 stars.
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Structure(s)	FCE-1, FCE-2, FCE-4, FCE-5
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Safe, welcoming school environment	Title I General Fund	a. Ongoing, beginning August 2018	Principal
		b. survey results	API Academic Coach
2. Family Engagement Conference	Title I Purchase registration for Conference and instructional supplies for redelivery	a. Feb. 2-3, 2018	Academic Coach
		b. registration confirmation; redelivery to staff	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities

Addressed in Action Steps.

Addressed in Action Steps.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	Increase the student score on the Georgia Student Health Survey from 80.669 to 90. Increase the teacher/staff score on the Georgia Student Health Survey from 86.868 to 93. Maintain the School Climate score on CCRPI at 5 stars.
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Structure(s)	SLE-1; SLE-2; SLE-3
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Continue School PBIS Team	Title IIA	a. August 2018	Principal
		b. PBIS agendas, sign-in sheets, artifacts	API Team Leader
2. Update Matrix for behavior expectations	General Fund	a. August 2018	API
		b. PBIS agendas, sign-in sheets, artifacts	Team Leader
3. Implement PBIS using lesson plans for common areas	General Fund Purchase of instructional supplies	a. Beginning August 2018, reinforced daily	All staff
		b. direct observation, artifacts	
4. Promote and support the implementation through incentives and recognitions	General Fund Purchase of incentives	a. Daily beginning August 2018	Principal
		b. direct observation, PBIS agendas, sign-in sheets, artifacts	API PBIS Team
5. Refine and implement Student Advocacy Plan (C.A.B).		a. September 2018	All staff
		b. Meeting agendas, sign-in sheets, copy of plan	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps.	Addressed in Action Steps.
English Learners	Migrant
Addressed in Action Steps.	Addressed in Action Steps.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps.	Addressed in Action Steps.

2.3 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM

<i>GOAL</i>	
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<i>Structure(s)</i>	
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

PROFESSIONAL CAPACITY

<i>GOAL</i>	
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<i>Structure(s)</i>	
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

FAMILY and COMMUNITY ENGAGEMENT

GOAL	
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Structure(s)	
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	
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Structure(s)	
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

4. REQUIRED QUESTIONS

4.a - 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)]

In the spring of 2018, parents gathered for the Title I revision. At that time, parents were given the opportunity to provide feedback and make suggestions/recommendations concerning the Title I program within the school. Also in the spring of 2018, the School Governance Council also had the same opportunity to provide input and make recommendations for change. The WGES Leadership Team, under the direction of the Principal and API, worked through the Comprehensive Needs Assessment during the Leadership Retreat in June 2017, and the plan was updated and revised during the Leadership Retreat in July 2018. During August 2018, the entire staff of WGES and members of the West Green Elementary School Governance Council provided input in the revision of the plan.

4.b - 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.

[Sec. 1111(g)(1)(B)]

The Coffee County School System Human Resources Department participates in numerous recruitment events and shares results and findings with building leaders. The Principal at West Green Elementary is trained in using Applitrack, which allows the Principal to quickly look through all applicants for a specific position. All teachers at West Green Elementary are highly qualified, therefore the school ensures that low-income and minority children enrolled in the school are not served by ineffective, out-of-field teachers. We support and work to retain teachers and continue to develop our experience base. The retention of highly qualified teachers depends on a mentoring program for all new teachers. Each new teacher is assigned a highly qualified experienced teacher who is in the same content and/or grade level. The mentor meets with the new teacher weekly/monthly to address topics from a specific agenda with the new teacher. The teacher also has the assistance and support of the Academic Coaches in the county. In addition, to maintain our highly qualified teachers, we strive to improve teacher morale through the use of Staff Shout-Outs, Monday Memos, recognition of staff accomplishments, morale boosters, socials, monthly nights out for staff, reception for new staff, recognition of birthdays, etc.

4.c - 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).

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

The Title I program being implemented at West Green Elementary School includes a student achievement goal for ELA (as measured by Level 3 and Level 4 scores on GMAS), which includes strategies to increase reading fluency, interventions for struggling readers, a schoolwide writing program, reading strategies from Growing Readers Initiative, formal and informal assessments to gauge student progress, setting and monitoring student goals, increased access to instructional technology, professional learning in the use of Comprehensive Reading Solutions' Bookworms lessons, and professional development to increase the understanding of the teaching of phonics. In addition, using professional development to increase understanding of available technology and its strategic use in instruction. Family involvement goals for ELA include providing English and Spanish versions of a monthly parent newsletter for Reading, purchasing materials for check-out through the parent resource center, providing a Reading Night and a Writing Night to increase parent capacity. At the family nights, the plan is to include appropriate literacy activities for students of pre-school ages. Another goal is for increasing math achievement on GMAS (as measured by Level 3 and Level 4 on GMAS). Strategies for math achievement include professional development (and implementation) on the use of manipulatives to improve number sense, the pervasive use of Number Talks, professional development on research-based strategies for building math fact fluency, the use of instructional technology (intervention software) as interventions for struggling math students. Another strategy is to provide monthly math newsletters from the Parent Institute in English and Spanish to increase parent capacity, along with including activities appropriate for pre-school age children during our math family night. Included in the plan is the development and use of Professional Learning Communities to analyze data and inform instruction in all subject areas and all grade levels, track and monitor student progress, ensure the alignment of standards, instruction, and assessment. Another goal for the school is the improvement of a positive school climate, which affects student achievement in all areas. The strategies include implementation of PBIS, implementing a counseling-based WhyTry? Program which is a resilience education program that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success, all of which greatly impact student achievement. Another strategy is the implementation of a schoolwide student advocacy program titled C.A.B. (Caring Adult in the Building). Through this program, every student in the school is known by at least two adults other than his/her teacher(s). The C.A.B. program will provide an opportunity for adults to connect with students, struggling or not, to provide encouragement, incentive, advice, caring, etc. The intention with the program is to improve school climate through positive interactions and a feeling of being cared about and encouraged. An additional strategy for improving school climate is to create a safe, welcoming school environment, based on needs surveys from students, parents, and community members. Part of that includes our Parent Involvement Coordinator attending the Family Engagement Conference and redelivering to staff. There are no institutions in the community for neglected or delinquent children. We have some students living in foster care for various reasons and they are provided the same opportunities as other students, as well as counseling services through local agencies who coordinate with the school to intervene as needed. Those students are placed in the RTI process, as needed, are part of the C.A.B. program, and are focused on during PLC discussions. The school counselor coordinates needed services through the community agencies.

4.d - 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.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

N/A

4.e - 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.

[Sec. 1114(b)(7)(V)]

Kindergarten transition activities are provided for students who presently are enrolled in the Pre-K Program. Kindergarten lead teachers and Pre-K lead teachers work together to plan various transition activities such as:

- Visitation in Kindergarten classrooms in the school
- Seasonal sponsored special events Pre-K students join Kindergarten students to participate in activities together: Sept.-Bus Safety Ride and Rules; Nov.-Thanksgiving feast with PK and K parents attending; May-Pre-K students go to visit in a Kindergarten class.
- Ready for Kindergarten Backpacks (10) are available in the Parent Resource Room for parents to check out and utilize
- A Transition Packet is given to every parent for their Pre-K child during the final Parent Conference in Pre-K held in May. The packet contains: A list of Dolch and Frye Sight Words, Numerals to 25 review, writing practice, a paperback book, Kindergarten Here We Come!, a calendar for June and July with various activities to have the Pre-K child participate in free of charge in preparation for kindergarten, Kindergarten Preps (website for kindergarten readiness) and a list of books about Kindergarten/School located at the local county library available for checkout.

Students Who Do Not Attend Coffee County Public Pre-K but will be attending Kindergarten the following school year

- A visitation invitation is sent by the county to local Private Pre-K Programs to invite their students who will be attending public kindergarten the following year to come for a visit in the kindergarten classroom as well as join the class for lunch.
- Kindergarten Registration is held annually for public school kindergarten for those not attending public Pre-K
- Parents may set up a time/appointment to bring their Pre-K student to school to visit in a Pre-K or Kindergarten classroom whether they have attend school prior to kindergarten or not.
- Kindergarten Transition packets are available in the school office as well as the county Enrollment Center. These packets contain the same information as noted earlier
- Elementary Open House and County Orientation are both held in order to give the Pre-K and Kindergarten student an opportunity to locate the classroom, visit in the classroom, meet the teacher and locate seat area. This is an informal time for the student, parent and teacher to communicate together.

4.f - 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; 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

4.g - 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)]

West Green Elementary is implementing schoolwide PBIS. Through this framework, behavior expectations are consistent throughout the school, a behavior matrix is in place, and students sent to the office for disciplinary reasons have gone through a specific process of behavior redirection, intervention, and multiple parent involvement opportunities prior to visiting the office for behavior infractions. The administrators at West Green Elementary employ a series of specific alternatives (student conference, student counseling, parent conference, etc.) to removal from the classroom so as to keep all groups of students in school as much as possible. Every effort is made to keep from removing students from instruction.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(404) 657-4209
www.gadoe.org
askdoe@gadoe.org

