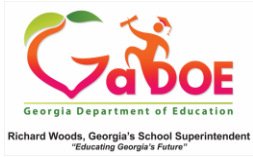


## Georgia Department of Education Title I Schoolwide/School Improvement Plan

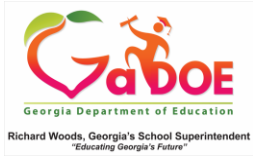
| SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE   |                                       |                               |
|---|---------------------------------------|-------------------------------|
| School Name: Annette Winn Elementary  |                                       | District Name: Douglas County |
| Principal Name: Sherritta Abell   |                                       | School Year: 2016-17          |
| School Mailing Address: 3536 Bankhead Highway, Lithia Springs, GA 30122                     |                                       |                               |
| Telephone: 770-651-3100   |                                       |                               |
| District Title I Director/Coordinator Name: Lisa Dunningan                                  |                                       |                               |
| District Title I Director/Coordinator Mailing Address: 930 Highway 5 Douglasville, GA 30135 |                                       |                               |
| Email Address: lisa.dunnigan@douglas.k12.ga.us  |                                       |                               |
| Telephone: 770-651-2150   |                                       |                               |
| ESEA WAIVER ACCOUNTABILITY STATUS   |                                       |                               |
| (Check all boxes that apply and provide additional information if                           |                                       |                               |
| Priority School <input type="checkbox"/>  | Focus School <input type="checkbox"/> |                               |
| Title I Alert School <input type="checkbox"/>   |                                       |                               |
| Principal's Signature:  |                                       | Date:                         |
| Title I Director's Signature:   |                                       | Date:                         |
| Superintendent's Signature:   |                                       | Date:                         |
| Revision Date:  | Revision Date:                        | Revision Date:                |



## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### SWP Template Instructions

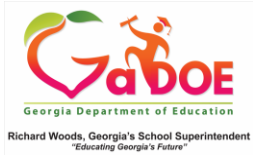
- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Planning Committee Members

| NAME                       | MEMBER'S SIGNATURE | POSITION/ROLE                                 |
|----------------------------|--------------------|---|
| <b>Dr. Sherritta Abell</b> |                    | <b>Principal/Chairperson</b>                  |
| <b>Timothy Jenkins</b>     |                    | <b>Assistant Principal/Co-Chairperson</b>     |
| <b>Julie King</b>          |                    | <b>Kindergarten Team Leader/Team Member</b>   |
| <b>Patricia Moody</b>      |                    | <b>First Grade Team Leader/Team Member</b>    |
| <b>Jeannette Fleming</b>   |                    | <b>Second Grade Team Leader/Team Member</b>   |
| <b>Miriam Lott</b>         |                    | <b>Third Grade Team Leader/Team Member</b>    |
| <b>Miranda Satterfield</b> |                    | <b>Fourth Grade Team Leader/Team Member</b>   |
| <b>Maggie Horne</b>        |                    | <b>Fifth Grade Team Leader/Team Member</b>    |
| <b>Tanyia Clagette</b>     |                    | <b>Instructional Lead Teacher/Team Member</b> |
| <b>Cathy Harrison</b>      |                    | <b>Media Specialist/Team Member</b>           |
| <b>Billi Merk</b>          |                    | <b>Special Education/Team Member</b>          |
| <b>Anna Collins</b>        |                    | <b>Parent/Team Member</b>                     |



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Components

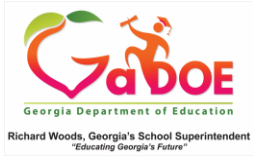
1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

**Response: The needs assessment was completed with school staff and other stakeholders using the latest student data.**

**A.** The schoolwide plan was developed with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. The persons involved were the School Leadership Team members at Annette Winn Elementary School, parents on the School Council and Parent Advisory Committee. The School Leadership Team is composed of the Team Leaders from each grade level, the Special Education Teacher, ESOL teacher, Administrators, Instructional Lead Teacher, Media Specialist, and the Media Clerk. The ways they were involved were planning and writing the overall plan, soliciting feedback from their teams and sharing, revising and making additions, and communicating the planning process and the school wide plan with their respective teams. The plan was developed after analyzing a variety of data sources, reviewing current plan, and completing a needs assessment. The Lead Team meets periodically throughout the year to determine if revisions are needed and if resources are sufficient. Parent meetings are held quarterly to discuss the plan, obtain parent feedback and make changes to the plan if necessary. During the summer, the team meets to discuss and make changes to the plan in regards to data collected through the 2015-2016 Georgia Milestones Assessment System (GMAS), IPASS reports, MyOn Reports, Aimsweb data, PBIS data, parent surveys, student surveys and staff surveys for the upcoming school year.

**B.** In developing the school wide plan for Annette Winn Elementary School, we have used the following instruments, procedures, or processes to obtain this information:

- CDA (Common District Assessment) scores
- CCRPI data (College and Career Readiness Performance Index)
- AIMSweb (district universal screener) scores
- GKIDS data
- GMAS (Georgia Milestones Assessment) scores
- Demographic data
- Attendance data
- Root Cause Analysis Worksheet
- PBIS data (Positive Behavior Interventions and Support)
- ILearn data
- MyOn lexile data
- TKES (Teacher Keys Evaluation System) & LKES (Leader Keys Evaluation System) data
- Title I Parent Survey data.



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

C. The Migrant Education Program is part of the Title I Program. Currently, Annette Winn Elementary School does not have any migrant students in attendance. These are the procedures we would follow should those students be in attendance. Each year, all students receive an Occupational Survey to be completed by the parent or guardian. Once the survey is returned, the school's designee sends all forms to the Migrant Education Liaison in the Office of Federal Programs. Upon receipt, and review of each survey, the Migrant Education Liaison sends selected surveys to the regional Migrant Education Program office. Douglas County is a part of the Migrant Education Consortium which means Georgia Department of Education allows Abraham Baldwin Agricultural College (ABAC) to serve as the fiscal agency. The Migrant Education Program Specialist from ABAC will contact each school to provide support to any student who qualifies for these services. If the need arises, teachers will implement strategies ABAC recommends for any Migrant Education student based on the areas of need.

D. The following charts and graphs of data were used to develop the schoolwide plan.

**School Demographics 2015-2016**

| <b>Total Enrollment Total</b> | <b>% Black</b> | <b>% White</b> | <b>% Hispanic</b> | <b>% Asian</b> | <b>% American Indian</b> | <b>% Multi-Racial</b> | <b>% Male</b> | <b>% Female</b> |
|-------------------------------|----------------|----------------|-------------------|----------------|--------------------------|-----------------------|---------------|-----------------|
| 434                           | 65%            | 19%            | 33%               | <1%            | 0                        | <1%                   | 49%           | 51%             |

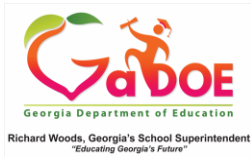
|                                     | <b>Number of Students</b> | <b>Percent of Student Population</b> |
|-------------------------------------|---------------------------|--------------------------------------|
| <b>Free and Reduced Lunch</b>       | 369                       | 85%                                  |
| <b>Special Education Enrollment</b> | 49                        | 9%                                   |
| <b>Gifted Enrollment</b>            | 16                        | 3%                                   |
| <b>EIP Enrollment</b>               | 103                       | 20%                                  |
| <b>ESOL Program Enrollment</b>      | 95                        | 18%                                  |

|                          |     |
|--------------------------|-----|
| <b>Mobility Rate (%)</b> | 26% |
|--------------------------|-----|

|   |     |
|---|-----|
| <b>Attendance Rate - % of students with fewer than 6 absences</b> | 41% |
|---|-----|

**Retention Rates** (percent of students in grade level retained)

| <b>Total Number Retained</b> | <b>% Pre-K</b> | <b>% Kdg.</b> | <b>% 1<sup>st</sup></b> | <b>% 2<sup>nd</sup></b> | <b>% 3<sup>rd</sup></b> | <b>% 4<sup>th</sup></b> | <b>% 5<sup>th</sup></b> |
|------------------------------|----------------|---------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1                            | 0              | 0             | <1%                     | 0                       | 0                       | 0                       | 0                       |



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan  
School Demographics 2014-2015**

| Total Enrollment Total | % Black | % White | % Hispanic | % Asian | % American Indian | % Multi-Racial | % Male | % Female |
|------------------------|---------|---------|------------|---------|-------------------|----------------|--------|----------|
| 448                    | 50%     | 12%     | 31%        | 1%      | 0                 | 1%             | 46%    | 54%      |

|                                     | Number of Students | Percent of Student Population |
|-------------------------------------|--------------------|-------------------------------|
| <b>Free and Reduced Lunch</b>       | 380                | 85%                           |
| <b>Special Education Enrollment</b> | 49                 | 9%                            |
| <b>Gifted Enrollment</b>            | 16                 | 3%                            |
| <b>EIP Enrollment</b>               | 103                | 20%                           |
| <b>ESOL Program Enrollment</b>      | 95                 | 18%                           |

|                          |     |
|--------------------------|-----|
| <b>Mobility Rate (%)</b> | 26% |
|--------------------------|-----|

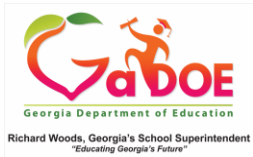
|   |     |
|---|-----|
| <b>Attendance Rate - % of students with fewer than 6 absences</b> | 41% |
|---|-----|

**Retention Rates** (percent of students in grade level retained)

| Total Number Retained | % Pre-K | % Kdg. | % 1 <sup>st</sup> | % 2 <sup>nd</sup> | % 3 <sup>rd</sup> | % 4 <sup>th</sup> | % 5 <sup>th</sup> |
|-----------------------|---------|--------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1                     | 0       | 0      | 4.48%             | 0                 | 0                 | 0                 | 0                 |

**Student Achievement  
GKIDS 2015-2016**

| Content Area/Strand               | # of Elements | Mean of Elements Assessed | Mean # Elements Meets/Exceeds | Mean % Elements Meets/Exceeds |
|-----------------------------------|---------------|---------------------------|-------------------------------|-------------------------------|
| <b>English LA</b>                 |               |                           |                               |                               |
| Reading                           | 21            | 21                        | 14.9                          | 71                            |
| Writing                           | 6             | 6                         | 4.3                           | 70.9                          |
| Speaking and Listening            | 3             | 3                         | 2.4                           | 81.4                          |
| Language                          | 12            | 12                        | 8                             | 66.7                          |
| <b>ELA Total</b>                  | <b>42</b>     | <b>42</b>                 | <b>29.6</b>                   | <b>70.5</b>                   |
| <b>Mathematics</b>                |               |                           |                               |                               |
| Counting and Cardinality          | 11            | 11                        | 9.8                           | 88.8                          |
| Operations and Algebraic Thinking | 5             | 5                         | 4.2                           | 83.8                          |
| Numbers and Operations in Base 10 | 1             | 1                         | .8                            | 75.9                          |
| Measurement and Data              | 3             | 3                         | 2.5                           | 81.9                          |
| Geometry                          | 6             | 6                         | 5.1                           | 85.7                          |
| <b>Math Total</b>                 | <b>26</b>     | <b>26</b>                 | <b>22.3</b>                   | <b>85.8</b>                   |



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

| <b>Non-Academic Area/Strands</b> |           |           |            |             |
|----------------------------------|-----------|-----------|------------|-------------|
| Curiosity and Initiative         | 3         | 3         | 2.1        | 70          |
| Creativity and Problem Solving   | 3         | 3         | 1.5        | 51.5        |
| Attention/Engagement             | 4         | 4         | 2.5        | 62.7        |
| <b>Approaches Total</b>          | <b>10</b> | <b>10</b> | <b>6.2</b> | <b>61.5</b> |
| <b>Person/Social Development</b> |           |           |            |             |
| Personal                         | 3         | 3         | 2.2        | 74.3        |
| Social                           | 5         | 5         | 3.9        | 77.7        |
| <b>P/S Development Total</b>     | <b>8</b>  | <b>8</b>  | <b>6.1</b> | <b>76.4</b> |

Summary of GKIDS Data: Summary of GKIDS Data: The data represents a significant weakness in the area in writing and language along with problem solving skills.

**GKIDS  
Two Year Math Comparison**

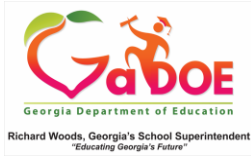
| <b>% Elements Meets/ Exceeds</b> | <b>Counting and Cardinality</b> | <b>Operations &amp; Algebraic Thinking</b> | <b>Numbers &amp; Operations in Base 10</b> | <b>Measurement and Data</b> | <b>Geometry</b> | <b>Math Total</b> |
|----------------------------------|---------------------------------|--|--|-----------------------------|-----------------|-------------------|
| <b>2014-2015</b>                 | 86%                             | 79%  | 76%  | 82%                         | 83%             | 81.2%             |
| <b>2015-2016</b>                 | 81%                             | 75%  | 69%  | 84%                         | 82%             | 78.2%             |

Summary of GKIDS Data: The scores recorded in all math domains are lower in the 15-16 school year than the 14-15 school year with the exception of measurement and data which increased slightly. Our overall math total fell 2 percentage points. The children struggled most in the area of Numbers & Operations in Base 10.

**GKIDS  
Two Year ELA Comparison**

| <b>% Elements Meets/ Exceeds</b> | <b>Reading</b> | <b>Writing</b> | <b>Speaking and Listening</b> | <b>Language</b> | <b>ELA Total</b> |
|----------------------------------|----------------|----------------|-------------------------------|-----------------|------------------|
| <b>2014-2015</b>                 | 73%            | 70%            | 80%                           | 78%             | 75.25%           |
| <b>2015-2016</b>                 | 71%            | 58%            | 79%                           | 90%             | 74.5%            |

Summary of GKIDS Data: The data collected during both assessment years indicates that writing needs to be an area addressed through school-level professional learning. The scores recorded in all ELA domains, with the exception of language, are lower for the 15-16 school year than the 14-15 school year. Our writing strand score reflects the greatest drop in proficiency.



**Georgia Department of Education**  
**Title I Schoolwide/School Improvement Plan**  
**CCRPI Scores**

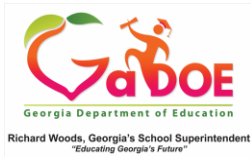
| 2014-2015*   |                      |                             |                       | 2015-2016                        |                      |                             |                       |
|--|----------------------|-----------------------------|-----------------------|----------------------------------|----------------------|-----------------------------|-----------------------|
| Overall Score: 76.9  |                      |                             |                       | Overall Score: 74.5              |                      |                             |                       |
| Academic Achievement Points (50)   | Progress Points (40) | Achievement Gap Points (10) | Challenge Points (10) | Academic Achievement Points (50) | Progress Points (40) | Achievement Gap Points (10) | Challenge Points (10) |
| 47.1   | 18.1                 | 7                           | 4.7                   | 25.1                             | 38.3                 | 6.7                         | 4.4                   |
| Summary of CCRPI Data: (Include 1-3 sentences highlighting the overall major findings.) The CCRPI score demonstrated a decrease of 2.4 points. While it is difficult to compare the scores of two different assessments, in 2015-2016, there was a significant increase in the progress points earned and decrease in academic achievement points. |                      |                             |                       |                                  |                      |                             |                       |

*\*The tests used in 2014-15 were the GCRT. The tests used in 2015-on are the Georgia Milestones. How CCRPI is calculated is changed each year.*

**Elementary CCRPI Data Profile**

| CCRPI COMPONENT |             | 2014 | 2015 | 2016 |
|-----------------|-------------|------|------|------|
| District        | CCRPI Score | 75.2 | 81.2 |      |
| State           | CCRPI Score | 72.7 | 76   |      |
| School          | CCRPI Score | 76.9 | 74.5 |      |

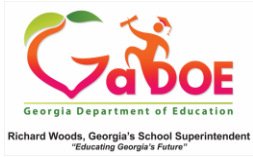




**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan  
Elementary School CCRPI Data Profile**

| CCRPI COMPONENT   |   | 2014   | 2015   | 2016   |
|---|---|--------|--------|--------|
| <b>Ind #</b>  | <b>1. ACHIEVEMENT (Developing learner or above on Milestones from 2016-on; 2014 meets or exceeds in CRCT)</b>           |        |        |        |
|   | ELA (%)*  | 90     | 62     | 69     |
|   | Reading (%)*  | 97     |        |        |
|   | Mathematics (%)   | 76     | 76     | 72     |
|   | Science (%)   | 61     | 78     | 77     |
|   | Social Studies (%)  | 80.0   | 68     | 70     |
|   | <ul style="list-style-type: none"> <li>Scores were combined in In Reading&amp; ELA to just ELA start in 2015</li> </ul> |        |        |        |
|   | Positive Movement for ELL's   | 73.0   | 75.269 |        |
|   | % SWD in Gen Ed $\geq$ 80% of school day  | 78.7   | 70.130 | 66.154 |
|   | 5th grade Writing Assessment  | 64.5   | n/a    | n/a    |
|   | % 3rd graders with Lexile $\geq$ 650  | 50     | 43.478 |        |
|   | % 5th graders with Lexile $\geq$ 850  | 60     | 53.333 |        |
|   | % of Career Assessment Lessons  | 99.8   | 99.564 | 100    |
|   | <b>Ach: Post ES Readiness Category Performance</b>  |        |        |        |
|   | % Pass 4 content and CRCT Meet or Exceed  | 62.2   | 32.784 |        |
|   | % Exceeds on CRCT   | 27.9   | x      | x      |
|   | <b>Ach: Predictor for HS Category Performance</b>   | 0.0000 | 0.0000 | 0.0000 |
|   | <b>Predictor for HS Grad Points Earned (out of 18)</b>  | 0      | 0      | 0      |
|   | <b>Predictor for HS Grad Weighted Performance</b>   | 0      | 0      | 0      |
|   | ED/EL/SWD   | 3.4    | 7.2    |        |
|   | Exceeding The Bar Points Earned   | 0.5    | 0.5    |        |
| <p>Summary of CCRPI Data: <b>(Include 1-3 sentences highlighting the overall major findings.)</b> Outstanding progress was made from 2014 to 2015. While the proficiency level was lower in 2015 due to the rigor of the new test, the 2015 CCRPI score was higher than the state or district average. Our ELLs showed positive growth.</p> |   |        |        |        |

\*Combined to make ELA in 2015.

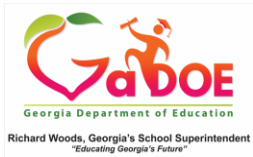


**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan  
State Achievement Data**

**Georgia Milestones End-Of- Grade Performance Targets**

These targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOG and GAA Grades 3-8.

| <b>Statewide Assessment</b> | <b>Student Group</b>               | <b>2015 Proficiency Rate</b> | <b>2016 Performance Target</b> | <b>2016 Proficiency Rate</b> | <b>2017 Performance Target</b> | <b>2017 Proficiency Rate</b> | <b>2018 Performance Target</b> | <b>2018 Proficiency Rate</b> |
|-----------------------------|------------------------------------|------------------------------|--------------------------------|------------------------------|--------------------------------|------------------------------|--------------------------------|------------------------------|
| English/<br>Language Arts   | <b>State Target / All Students</b> | 68                           | 63.6                           | 69                           | 66.9                           |                              | 70.2                           |                              |
|                             | American Indian/Alaskan            | -----                        | 65.9                           | -----                        | 69.0                           |                              | 72.1                           |                              |
|                             | Asian/Pacific Islander             | 75                           | 93.3                           | 100                          | 93.9                           |                              | 94.5                           |                              |
|                             | Black                              | 69                           | 49.7                           | 77                           | 54.3                           |                              | 58.9                           |                              |
|                             | Hispanic                           | 71                           | 55.4                           | 62                           | 59.5                           |                              | 63.6                           |                              |
|                             | Multi-Racial                       | 71                           | 68.4                           | 78                           | 71.3                           |                              | 74.2                           |                              |
|                             | White                              | 57                           | 75.1                           | 52                           | 77.4                           |                              | 79.7                           |                              |
|                             | Economically Disadvantaged         | 69                           | 51.9                           | 69                           | 56.3                           |                              | 60.7                           |                              |
|                             | English Learners                   | 38                           | 41.6                           | 41                           | 46.9                           |                              | 52.2                           |                              |
| Students With Disability    | 17                                 | 37.3                         | 33                             | 43.0                         |                                | 48.7                         |                                |                              |
| Mathematics                 | <b>State Target / All Students</b> | 76                           | 66.8                           | 73                           | 69.8                           |                              | 72.8                           |                              |
|                             | Asian/Pacific Islander             | 100                          | 100.0                          | 100                          | 100.0                          |                              | 100.0                          |                              |
|                             | American Indian/Alaskan            | -----                        | 68.6                           | -----                        | 71.5                           |                              | 74.4                           |                              |
|                             | Black                              | 81                           | 50.7                           | 78                           | 55.2                           |                              | 59.7                           |                              |
|                             | Hispanic                           | 70                           | 60.3                           | 72                           | 63.9                           |                              | 67.5                           |                              |
|                             | Multi-Racial                       | 57                           | 70.2                           | 56                           | 72.9                           |                              | 75.6                           |                              |
|                             | White                              | 67                           | 79.1                           | 66                           | 81.0                           |                              | 82.9                           |                              |
|                             | Economically Disadvantaged         | 74                           | 55.3                           | 71                           | 59.4                           |                              | 63.5                           |                              |
|                             | English Learners                   | 48                           | 50.6                           | 56                           | 55.1                           |                              | 59.6                           |                              |
| Students With Disability    | 33                                 | 42.2                         | 43                             | 47.5                         |                                | 52.8                         |                                |                              |

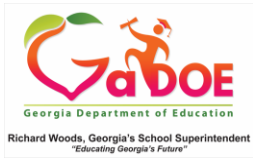


**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

**Georgia Milestones End-Of- Grade Performance Targets**

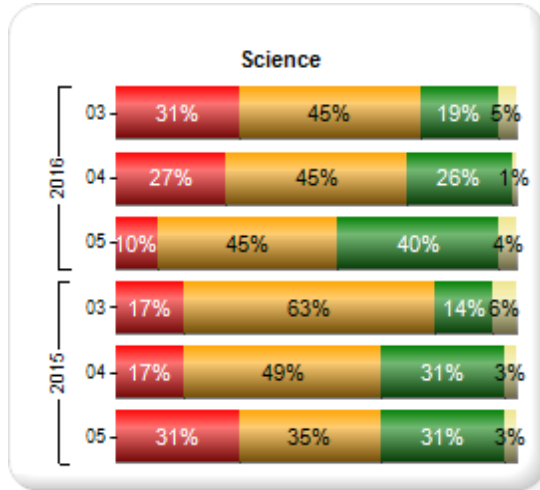
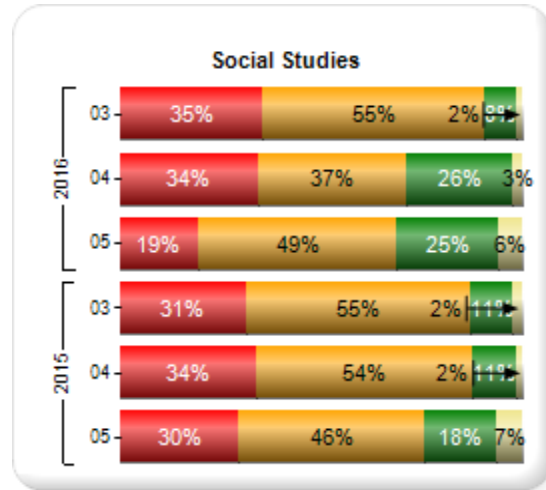
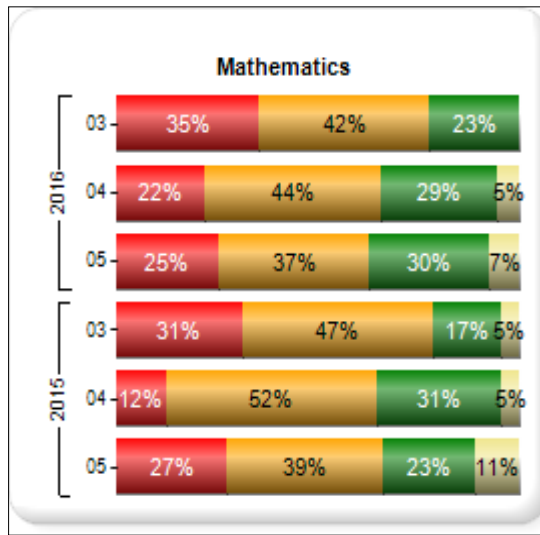
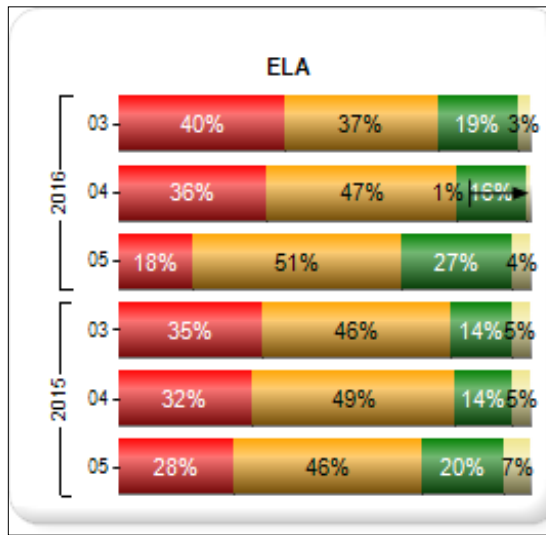
These targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOG and GAA Grades 3-8.

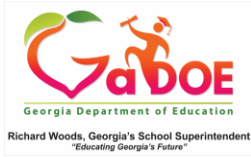
| Statewide Assessment | Student Group                      | 2015 Proficiency Rate | 2016 Performance Target | 2016 Proficiency Rate | 2017 Performance Target | 2017 Proficiency Rate | 2018 Performance Target | 2018 Proficiency Rate |
|----------------------|------------------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|
| Science              | <b>State Target / All Students</b> | 79                    | 61.0                    | 77                    | 64.6                    |                       | 68.2                    |                       |
|                      | American Indian/Alaskan            | -----                 | 62.4                    | -----                 | 65.8                    |                       | 69.2                    |                       |
|                      | Asian/Pacific Islander             | 100                   | 90.1                    | 100                   | 91.0                    |                       | 91.9                    |                       |
|                      | Black                              | 68                    | 43.9                    | 84                    | 49.0                    |                       | 54.1                    |                       |
|                      | Hispanic                           | 84                    | 52.6                    | 76                    | 56.9                    |                       | 61.2                    |                       |
|                      | Multi-Racial                       | 86                    | 66.5                    | 78                    | 69.6                    |                       | 72.7                    |                       |
|                      | White                              | 71                    | 75.2                    | 79                    | 77.5                    |                       | 79.8                    |                       |
|                      | Economically Disadvantaged         | 68                    | 49.5                    | 67                    | 54.1                    |                       | 58.7                    |                       |
|                      | English Learners                   | 74                    | 41.7                    | 48                    | 47.0                    |                       | 52.3                    |                       |
|                      | Students With Disability           | 37                    | 41.5                    | 33                    | 46.8                    |                       | 52.1                    |                       |
| Social Studies       | <b>State Target / All Students</b> | 68                    | 63.1                    | 70                    | 66.5                    |                       | 69.9                    |                       |
|                      | American Indian/Alaskan            | -----                 | 65.1                    | -----                 | 68.3                    |                       | 71.5                    |                       |
|                      | Asian/Pacific Islander             | 100                   | 94.0                    | 100                   | 94.6                    |                       | 95.2                    |                       |
|                      | Black                              | 72                    | 48.2                    | 80                    | 52.9                    |                       | 57.6                    |                       |
|                      | Hispanic                           | 64                    | 55.2                    | 62                    | 59.3                    |                       | 63.4                    |                       |
|                      | Multi-Racial                       | 71                    | 67.2                    | 78                    | 70.2                    |                       | 73.2                    |                       |
|                      | White                              | 57                    | 75.3                    | 52                    | 77.6                    |                       | 79.9                    |                       |
|                      | Economically Disadvantaged         | 68                    | 51.5                    | 69                    | 55.9                    |                       | 60.3                    |                       |
|                      | English Learners                   | 46                    | 42.9                    | 52                    | 48.1                    |                       | 53.3                    |                       |
|                      | Students With Disability           | 17                    | 42.3                    | 43                    | 47.5                    |                       | 52.7                    |                       |



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Additional Achievement Data GMAS Results Spring 2015 and Spring 2016





**Georgia Department of Education**  
**Title I Schoolwide/School Improvement Plan**  
**School Discipline Summary**

|   | 2014-15 | 2015-16 |
|---|---------|---------|
| <b>Number of Referrals – School Hours</b>   | 168     | 121     |
| <b>Number of Referrals – Transportation</b> | 63      | 64      |
| <b>Total no. of Referrals</b>               | 231     | 185     |

| Grade      | 2014-2015      |                | 2015-2016      |                |
|------------|----------------|----------------|----------------|----------------|
|            | # of Referrals | % of Referrals | # of Referrals | % of Referrals |
| <b>K</b>   | 59             | 25%            | 12             | 6%             |
| <b>1</b>   | 48             | 21%            | 39             | 21%            |
| <b>2</b>   | 11             | 4.7%           | 35             | 19%            |
| <b>3</b>   | 27             | 11%            | 31             | 17%            |
| <b>4</b>   | 28             | 12%            | 24             | 13%            |
| <b>5</b>   | 58             | 25%            | 43             | 23%            |
| <b>All</b> | 231            |                | 185            |                |

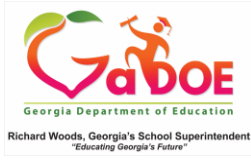
Summary of Discipline Data: **The number of kindergarten referrals decreased by 47 in 2015-2016.**

**Root Cause Analysis and Prioritized Needs**

- 1) A. The data has helped us reach conclusions regarding achievement or other related data.
  - a) The major strengths we found in our program were . . .
    - i) Social Studies and Science scores show improvement, however, we need to maintain our focus on the various domains for continued growth.
    - ii) The achievement gap for economically disadvantaged students is closing.

(Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)
  - b) The major needs we discovered were
    - i) Improving writing/literacy across all grade levels with additional professional learning for third, fourth and fifth grade teachers which will focus primarily on narrative writing with conventions and idea development.
    - ii) Improving Lexile scores and comprehension skills for all students by scheduling and implementing guided reading instruction and monitoring of MyON Reader program.
    - iii) Improve student vocabulary by using high impact vocabulary on a daily basis.

**Major Needs: ELA: Reading: fluency, comprehension & vocabulary**  
**Writing: conventions, idea development & narrative writing**



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

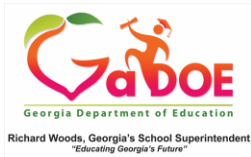
In the chart below list:

**ROOT CAUSE(S) that we have discovered for each of the needs.**

| <b><u>PRIORITIZE</u></b><br>Rank Major Needs that will be addressed in Title I Program Implementation | <b>ROOT CAUSE(S)</b>  |
|---|---|
| 1. ELA : Reading comprehension  | Inability to effectively deliver rigorous guided reading instruction in grades K-5.   |
| 1. ELA (Writing): Idea Development and Narrative  | Insufficient opportunities for writing and publishing across all grade levels. Lack of consistently with writing resources implemented school wide. |
| 2. ELA: Vocabulary  | Inadequate vocabulary instruction K-5.<br>Students coming from backgrounds of limited experiences and English spoken as a second language.          |
| 3. Math: Problem Solving and Basic Math Facts   | Difficulty understanding multi-step problems.   |

**The ROOT CAUSE(s) that we discovered for each of the needs  
The MEASURABLE goals established to address the prioritize needs.**

| Desired Results – (minus)   | Current Results  | =(equals) Need   | MEASUREABLE SMART GOALS<br>(Specific, Measurable, Attainable, Results-Based, Time-Bound)   |
|---|--|--|--|
| (What should be)  | (What is)  | (Gap)  | (Realistic)  |
| Rich vocabulary<br><br>Lexile gains   | Limited Vocabulary<br><br>Limited growth in Lexile scores                                | Additional Vocabulary Instruction<br>Additional understanding of Lexile  | 80% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students will meet achievement levels 2-4 in ELA on the Georgia Milestones Assessment (GMAS).  |
| Fluent readers with accurate comprehension  | Many students are reading below grade level  | Implementation of daily guided reading                                   |  |
| Students will be able to write a complete and intelligible extended or narrative response | Many students unable to write a complete and intelligible extended or narrative response | Writing professional learning to provide writing strategies for teachers |  |
| Students will be able to problem solve  | Many students are unable to correctly  | Additional support for problem solving in a variety of contexts          | 80% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students will meet achievement levels 2-4 in Math on the Georgia Milestones Assessment (GMAS). |



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### 2. Schoolwide reform strategies that:

**Response: We will use reform strategies that are based on our findings to address the needs of our students. The following research based initiatives have been implemented to address mathematics achievement and strengthening overall literacy, with a focus on writing.**

Annette Winn uses a variety of research based strategies to maximize effective teaching and learning such as Lucy Calkins Writing Units of Study, Eureka Math, Saxon Phonics, Common District Assessment, Learning Focus Strategies, iLearn and MyOn Reading Program.

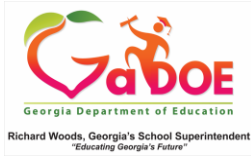
**Lucy Calkins** approach to literacy grows out of a pedagogical theory that prides itself on being in step with the natural development of both writers and children. Her earliest mentor was the progressive educator Donald Graves, who observed in the 1970s that while American children were taught reading and math, they were only rarely taught how to write beyond grammar and spelling. Graves argued that in being deprived of lessons that would develop the skills and habits that most good writers have, children were relegated to the status of “receivers,” never “senders,” of information. Graves, in turn, was deeply influenced by Pulitzer Prize–winning writer and college journalism professor Donald Murray, perhaps one of the earliest to describe the craft of writing. By observing his own writing process, Murray delineated a method all writers could follow. “Writing might be magical,” he is often quoted as saying, “but it’s not magic. It’s a process, a rational series of decisions and steps that every writer makes and takes, no matter what the length, the deadline, even the genre.”

**Eureka Math** was written by a team of teachers and mathematicians who took great care to present mathematics in a logical progression from grade PK—12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next.

The **Saxon Phonics and Spelling** program was developed based on information gained from scientific reading research. Specific examples of this cited by *Saxon* are its use of small, incremental instructional steps, continual practice and review, and cumulative assessment frequently given.

**Common District Assessments (Benchmarks)** -Benchmark testing is used across content areas to assist teachers in monitoring student progress and planning for continued instruction. Herman and Baker conducted research on the efficacy of benchmark tests. They note “A test has diagnostic value to the extent that it provides useful feedback for instructional planning for individuals and groups. A test with high diagnostic value will tell us not only whether students are performing well but also why students are performing at certain levels, and what to do about it.” (2005)

The implementation of **MyON Reader**, a computer based reading program, is specifically targeting improving lexile performance and motivation for reading across all grades. A recent Case Study in the Harrison School District, published by MyON Reader, notes significant gains in achievement and engagement. Dr. Melinda Moss, school superintendent, states, “Harrison is seeing reading increases with all students. However, we are seeing unprecedented engagement of our reluctant readers through the myON program. Parents, teachers and students are increasingly enthusiastic about the program. Increased time spent reading translates into higher student achievement.” (2013, [www.myON.com](http://www.myON.com))



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

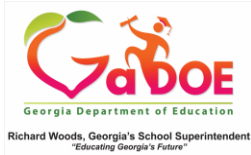
- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

*Response:*

**AWES will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content using the following methods:**

- Full implementation of Common Core Georgia Performance Standards instruction across all grade levels with all students
- Use of Common Core Georgia Frameworks content maps, units, and pacing guides in order to ensure consistency of instructional programs within the school and system.
- The school-wide use of scientifically-based research practices, including the use of:
  - Standards-based classrooms
    - Essential Questions
    - Vocabulary development
    - Graphic Organizers
    - Word Walls
    - Content Maps
    - Differentiated instruction
  - Lucy Calkins Writing Units of Study
  - Eureka Math
  - Saxon Phonics
- Use of MyOn Reader to address reading levels and comprehension.
- Utilization of Tutor and Tutor Assistant Part time for the purpose of remediation and acceleration in the areas of reading and math.
- Georgia Milestones student readiness activities, including the use of Online Assessment System (OAS) and Study Island.
- MyON Reading Program
- Academic Parent/Teacher Teams
- iLearn
- The Early Intervention Program (EIP) is offered in grades K-5 for students who have not mastered grade level goals from the previous school year based on Milestone results and an EIP checklist. These students meet with an EIP teacher on a daily basis for remediation in the areas identified as a weakness using the Response to Intervention (RTI) process.
- Utilization of one full time and one half-time English Speakers of Other Language teachers to support a pull out and inclusion program.
- Team Collaborative/Support Services are presently being implemented in all grade levels. These two program models are being used to ensure that students with disabilities are provided access to grade level Common Core Georgia Performance Standards during instruction in the core subjects.
- Utilization of Instructional Leader teacher to provide embedded, researched based professional learning of best practices for Math and Reading/English Language Arts.
- Flexible grouping, Differentiation and Scaffolding are used in all classes to meet the individual needs of all learners.





## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations

**Response: The following scientifically based research strategies are used to support effective teaching and learning.**

- To improve the core academic program at AWES the following research based strategies are used:
  - Implementation of the Lucy Calkins Writing Units
  - Departmentalization will occur at 4<sup>th</sup> and 5<sup>th</sup> grades.
  - Expectation of Standards-Based Classroom components
  - Implementation of Learning Focused Balanced Achievement components
  - Implementation of Saxon Phonics (K-1)
  - Implementation of the Georgia Standards of Excellence in ELA and Math
  - Expectation of small group guided reading using appropriate leveled texts
  - Incorporation of non-fiction text (Science, Social Studies, and Math)
  - Implementation of Eureka Math (K-5)
  - Tutor and Tutor Assistant (K-5)
  - MyOn reading program (K-5)
  - GA Weekly Studies, Science Weekly Studies, and Scholastic News will be used to integrate science and social studies into reading.

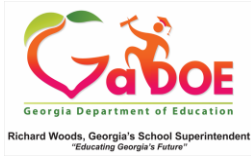
- To increase the amount and quality of learning time:

The ways in which we will address the needs of all students in the school, particularly the needs of students farthest away from demonstrating proficiency related to the State's academic content and student academic achievement standards, are increasing the amount and quality of learning by implementing extended learning time in reading/math, and ensuring all teachers have 80-90 minutes of reading and mathematics instruction in all grade levels.

- Strategies for meeting the educational needs of the historically underserved

AWES provides tutoring and enrichment during the school day for at risk students, identified by district assessment data such as county tests, iLearn, and progress monitoring.

AWES offer after school tutoring to the identified population who wish to participate in the program. Emphasis is also placed on teacher attendance, via staff incentives. Administration carefully monitors and minimizes instructional interruptions. Assemblies are scheduled mindfully to address academic areas of focus. Teachers attend weekly professional learning, during their planning period, to address content specific needs. During these weekly sessions, administration provides training via webinars, re-delivery, instructional lead teacher, or consultants.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

- counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- the integration of vocational and technical education programs; and

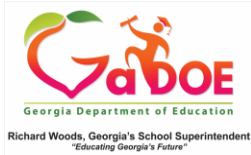
***Response: Strategies to address the needs of all children at Annette Winn, but particularly the needs of low-achieving children and those at risk of not meeting state standards are the following:***

Counseling, pupil services, and mentoring services offered at Annette Winn.

- AWES has a full time counselor. The school counselor arranges provides individual and group counseling sessions along with monthly classroom guidance sessions. She also addresses attendance issues and works with parents and students to improve student attendance. The counselor also coordinates the volunteer mentoring program at AWES.

College and Career Awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.

- The school counselor arranges Career Day. Each teacher incorporates career awareness into their lessons as well as teaching Career Modules along with the school counselor.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

**Response: The school will determine if such needs have been met by using a variety of assessments such as, district common assessments, which are consistent with and designed to implement improvement plans.**

*This will be determined by:*

- Implementation of an on-going data analysis process
- Implementation of data teams to discuss student progress
- Continued implementation of Tier 2, 3, and 4 teams to design and monitor instructional interventions
- Administration of a mathematics assessment three times during the school year
- Analysis of the CDAs administered during the school year
- Analysis of writing diagnostics
- Disaggregation of the GMAS which will be administered in April 2017
- Completion of a program analysis in the Spring

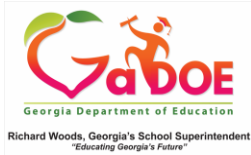
### 3. Instruction by highly qualified professional staff

**Response: Currently, all of our staff, teachers, as well as paraprofessionals, meet the highly requirements dictated by the federal No Child Left behind Act of 2002 and are teaching in the area for which they are certified qualified.**

All teachers are evaluated according to TKES. Evaluations are used to monitor teacher performance and identify professional development needs. Paraprofessionals are required to pass an approved test and must meet clearly delineated educational requirements prior to being employed.

**Staff Profile**

|  | <b>2015-2016</b> |
|--|------------------|
| Number of Certified Staff (teachers)           | 33               |
| Number of Certified w/ Advanced Degrees        | 29               |
| Average Number of Years' Experience            | 10               |
| % of Staff Highly Qualified                    | 100              |
| Number of Teachers at school 3 or more years   | 28               |
| Number of teachers at school less than 3 years | 4                |
| Number of Classified Staff (paraprofessionals) | 6                |



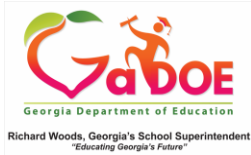
## Georgia Department of Education Title I Schoolwide/School Improvement Plan

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

*Response:*

**We are providing the following professional development for staff:**

- Learning Focus Schools- during the course of the school year, professional development is being provided to help teachers differentiate reading and math instruction. Feedback is provided to teachers on lesson plans and on classroom instruction.
- Guided Reading- Teachers will be engaged in a yearlong professional development course that will focus on high quality guided reading. The ILT and school administrators will work with teachers to fine tune this practice.
- Writing- Third through fifth grade teachers will work with the ILT and school administrators to strengthen writing instruction. The professional development will focus on strategies that will allow students to be able to write constructed and extended responses. A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example: Each grade level participates in weekly PLC activities facilitated by the Instructional Lead Teacher and administrators.
- The Douglas County School System offers many professional learning opportunities for all staff.
- The Title I department offers professional learning opportunities that are aligned with the LEA goals.
- Consultants are used to address identified instructional needs from Teacher Keys Evaluation Instrument, weekly walkthroughs, achievement data and teacher surveys.
- Staff members attend conferences and share information gained to the staff.
- Teacher Leaders offer professional learning at faculty meetings.
- The Douglas County School System offers the Teacher Leader Endorsement, Aspiring Assistant Principal Endorsement, Math Endorsement, Gifted Endorsement, ESOL Endorsement, Science Endorsement, and Reading Endorsement. Several Annette Winn Elementary teachers have participated and completed successfully these courses.
- The principal will attend the National Title I Conference to gain information to enhance the instructional program at Annette Winn.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

**We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.**

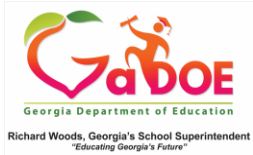
- Annette Winn Elementary administrators and staff work collaboratively with Douglas County's Human Resources Director to implement a variety of recruitment strategies designed to attract high-quality, highly-qualified personnel. Human Resources Department and administrators identify prospective teachers through attendance at career and job fairs held through-out the state in conjunction with meetings of professional associations.
- Upon employment at Annette Winn, new teachers participate in the Annette Winn University, an induction program developed by the administration and ILT of the school. The new teachers are introduced to district-wide policies along with school policies and procedures, curricular and instructional expectations and practices. New teachers to the building are also assigned a mentor to provide support and guidance. Orientation to the school continues, and a variety of retention strategies are immediately activated including:
  - Common planning periods are provided for grade level teachers. In addition, each grade level is provided with a full day of collaboration each six weeks.
  - Job embedded professional learning is provided for all teachers. This training allows them to continually improve their teaching skills and increase their content pedagogy.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

**The following are strategies used to increase parent involvement:**

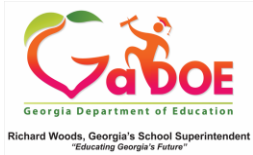
- We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by including a parent on the School Leadership Team and soliciting parent input via school website, school newsletter, and FaceBook.
- Parent participation was encouraged at the school's Annual Title I meeting. All parents were invited via flyer, Facebook, webpage, and NotifyMe, which is an email notification system; option is used by parents to send an alert via text message call outs.
- Annette Winn employs a POF (Parent Outreach Facilitator) to maintain the Parent Resource Center, welcome new students and their parents to the school along with scheduling and developing parent workshops/trainings to support academic success.
  - Academic Parent Teacher Teams- three time a year (fall, winter and spring)
  - Title One Orientation- September 2016
  - Eureka Math Parent Night – November 30, 2016
  - Georgia Milestone Parent Night- December 8, 2016
- The Parent Advisory Council was developed to assist with the writing and implementation of the school's Parent Involvement Plan. The plan is translated into Spanish along with being placed on the school website and distributed to all parents.



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

|   |   |
|---|---|
| 7.  | Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. |
| <p><i>Response:</i><br/> <b>The following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school.</b></p> <ul style="list-style-type: none"> <li>• Preschool students and their parents are invited to visit the school in May.</li> <li>• During the spring, upcoming kindergarten students visit Annette Winn Elementary School to meet the kindergarten teachers and have a tour of the school.</li> <li>• A teacher from Annette Winn Elementary School visits the local early childhood programs. The parents have an opportunity to hear the teacher explain what their students will need in the fall to attend school. This is then followed by a question and answer session for upcoming students and their parents.</li> <li>• A kindergarten camp is held in the summer for upcoming kindergarten students. The camp lasts for four days and is a half-day program.</li> <li>• In the spring of each year, sixth grade students, teachers, counselors, and administrators from local middle schools visit Annette Winn Elementary. They meet with fifth graders to explain the expectations of middle school and to discuss the opportunities available such as band, chorus, foreign language, and sports. Fifth graders are able to ask questions about middle school.</li> </ul> |   |

|   |   |
|---|---|
| 8.  | Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. |
| <p><i>Response:</i><br/> <b>The following are measures to include teachers in decisions affecting student achievement:</b></p> <ul style="list-style-type: none"> <li>• Annette Winn has a school-improvement team which is made up of representatives from each grade level and specialty area. The Leadership Team uses assessment data to set the annual School-wide focus.</li> <li>• Administration along with the ILT present assessment data to faculty and staff for review and discussion.</li> <li>• Grade-level teams meet monthly with administration regarding interventions and probe data within the RTI process.</li> <li>• Grade-level teams are invited to comment on and critique district-developed common assessments.</li> <li>• Teachers review the results of district assessments and Eureka math unit assessments of students in their individual classrooms and for their grade levels. Results are used to modify the instructional focus as needed.</li> </ul> <p>School administrators meet with each grade level to analyze data, provide input, and set goals.</p> <ul style="list-style-type: none"> <li>• Teachers use a variety of assessment strategies such as diagnostic, formative, summative, performance tasks, and observations in developing strengths and weakness to be addressed in data driven lesson plans.</li> <li>• Assessment data are distributed to all teachers and posted prominently throughout the campus.</li> <li>• Teachers are invited to preview and evaluate potential commercial assessment instruments before adoption by the school.</li> <li>• Administrators have an open-door policy regarding listening to and supporting teachers' suggestions for greater involvement in use of data.</li> </ul> |   |



**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response:*  
**Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.**

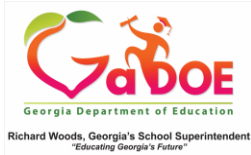
Activities include, Enrichment during rotation, tutoring during the school day, extended day, EIP services, flexible reading groups, Learning Focus Strategies, and Saxon Phonics. Activities are selected and implemented based on student data such as assessment scores (Georgia Milestone assessment, common district assessments, Eureka unit test and iLearn). CDA is administered three times yearly and used to provide data for students who require interventions in either reading or iLearn is administered at the beginning of each nine weeks to determine which students need additional support in mathematics. Additionally, grade level teams meet monthly with administration for RTI meetings to discuss academic achievement and monitor progress of all students who exhibit deficits and require interventions beyond Tier I instructional practices

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:* **The following chart identifies the coordination and integration federal, state, and local services and programs provided at AWES.**

| <u>Funding Source</u> | <u>Resources provided</u>   |
|-----------------------|---|
| FTE                   | Teachers, paraprofessionals, other staff, instructional materials and supplies, software, transportation  |
| Title I               | Salary for one Instructional Lead Teacher, one full time reading/ELA intervention specialist, one Parent Outreach Facilitator, three tutors, instructional materials including: |
| Title II              | No Funding  |
| Title III             | No Funding  |
| IDEA                  | No Funding  |
| SPLOST                | No Funding  |
| Carl D Perkins        | No Funding  |





## Georgia Department of Education Title I Schoolwide/School Improvement Plan

11. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:*

**The following are ways that parents are informed of student assessment results:**

- Parents are informed of their child's performance on the state testing (Georgia Milestones Assessment) and GKIDS when the reports become available. The reports are sent home with students and are also used in parent-teacher conferences.
- Every four and a half weeks, progress reports are sent home to parents concerning their student's current progress on meeting the requirements of the grading period.
- Each nine weeks, a report card is sent home with each student along with a rubric for parents. The rubric explains the way that students have been assessed on the report card.
- Each month, teachers are required to contact parents to discuss the progress of each child academically and socially. These calls are used to inform parents of the progress or lack of progress of their child's progress.
- Three times a year, parents are informed of student progress during the APTT (Academic Parent and Teacher Team)
- Each year, a parent conference day is held so that parents can meet with their child's teacher to discuss current academic performance. The minutes of the conference is given to the parent and to the principal.

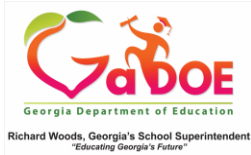
12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:*

**The following are ways that we provide for the collection and disaggregation of data:**

- Summative data is disaggregated each spring following the return of the state testing results. Teachers and administrators meet to analyze the data. This data is used to plan for instruction for the upcoming year. Students are placed in classrooms based on this data and identified as EIP if their performance is below grade level.
- Common formative and summative assessments are administered in mathematics periodically throughout the school year and used to drive instruction.
- Common district assessments are administered at regular intervals throughout the school year. These assessments were created by an assignment design team. Once the tests are administered the data is discussed at school monthly data meetings. Teachers partner with administration to identify student areas of weakness and target specific standards within the curriculum that exhibit strength or weakness.
- AIMS-web is used as a universal screening tool for students at all grade levels. Students considered at-risk will be assessed three times each year. All other students will have the screening measures administered twice each school year. The results will be used to plan instruction, provide intensive interventions, and to assess progress throughout the school year.
- Grade level teams meet weekly to plan instruction based on the assessment results.
- Each grade level team participates in full day planning meetings, which allow teachers additional time for professional learning and to plan instruction. Student work is also analyzed during these meetings. During these meetings, special education and ESOL teachers participate to collaboratively plan instruction and assessments for at risk students.
- The reports from the state testing are analyzed using the interpretive guide provided by the GA Department of Education.





## Georgia Department of Education Title I Schoolwide/School Improvement Plan

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:*

**The following are provisions to ensure that disaggregated assessment results for each category are valid and reliable:**

- Annette Winn Elementary School uses statistically sound assessments including GAA, state testing, GKIDS, and the CDA, AIMSweb, and iLearn. The data from these instruments are used to create specific learning plans for instruction. The Georgia Milestones Assessment is a state prepared and statistically sound assessment. The state department provides the school with a report containing a spreadsheet of student scores to assist in the review of the data. Data is disaggregated into subject areas and provides sound information regarding students' grade level achievement on the Georgia Standards of Excellence.
- At the school level, a triangulation of data is compiled on each student. Triangulation includes running records, observations, conversations, unit pre and post assessments, and products produced by students. Evaluation of students is reliable and valid since a wide array of evidence is collected over time.

14. Provisions for public reporting of disaggregated data.

*Response:*

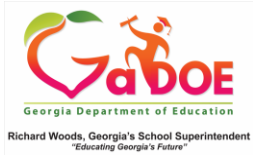
**The following provisions have been put into place for the public reporting of disaggregated data:**

- Public reporting of disaggregated data is provided by the Georgia Department of Education. The College and Career Readiness Performance Index (CCRPI) report and the Annual Report Card for each county and individual school is located at [www.gadoe.org](http://www.gadoe.org). This report card contains test results as well as other information relevant to schools and their performance toward the goals of student achievement.
- The school's status and progress is discussed at the first School Council meeting each fall. The members of the School Council are briefed on the performance of the school in all academic areas and student subgroups.
- An annual state of the school is provided by the principal, during preplanning, to all staff members.
- Parents attending Title I Parent Involvement Meetings and PTA view the disaggregated data for the school.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school-wide program

*Response:*

**The plan will be revised each year based on an analysis of the previous year's data.**



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

*Response:*

**The plan was developed in a series of sessions; some were attended by the school's leadership team, some by the School-wide planning team, some by small focus group of teachers, and some by members of the School Council and PTA.**

Each year, the school's leadership teams, as well as, a group of parents, meet to look at the previous year's data. The data is used to update the school-wide plan and to set goals for the upcoming year. The school leadership team meets at a minimum of once each month. The PTA council meets once each month. The School Council meets 4 times each school year.

17. Plan available to the LEA, parents, and the public.

*Response: The following are ways that we make our plan available to the LEA, parents, and the public:*

- Copies are provided in the Parent Resource Center and the media center for parents.
- The plan is placed on the school's website.
- A copy of the plan is available at the Douglas County Board of Education.
- Additional copies are available for stakeholders if requested

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

*Response: The plan is translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.*

19. Plan is subject to the school improvement provisions of Section 1116.

*Response: Our plan is subject to the school improvement provisions of Section 1116.*