



# Winnona Park Elementary School Improvement Plan 2018-2019

Initial DRAFT of SIP Due Date: Friday, August 3, 2018

## District-Wide Board Ends Policy

District-Wide Ends	<p><b>E-1: VISION AND MISSION</b></p> <ul style="list-style-type: none"><li>• <b>Vision:</b> We will build the foundation for all children to be their best, achieve their dreams, and make the world a better place.</li><li>• <b>Mission:</b> Our mission is to work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating, and rewarding learning experiences supported by highly qualified, caring adults in a safe, supportive and inviting community.</li></ul> <p><b>E-2: ACADEMICS AND FOUNDATIONS - All students will attain high academic achievement and develop essential skills necessary for continuous growth in learning, including graduation from high school and success beyond high school.</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>2.1 think and solve problems using both creative and critical thinking skills;</li><li>2.2 develop skills of inquiry;</li><li>2.3 read, write, and speak effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts;</li><li>2.4 understand the past and how the past influences the present and future;</li><li>2.5 understand the history of the United States and our place in an ever increasingly interconnected world;</li><li>2.6 understand and apply fundamental economic concepts in the following domains: microeconomics, macroeconomics, international economics, and personal finance economics;</li><li>2.7 demonstrate an understanding of and respect for human and intercultural differences and multiple perspectives;</li><li>2.8 understand and demonstrate the basic concepts of fine, visual, and performing arts;</li><li>2.9 know and apply mathematics and the Standards for Mathematical Practice to a level of fluency that ensures a broad range of post-secondary opportunities and career choices;</li><li>2.10 seamlessly integrate the Three Dimensions of Science Education: science and engineering practices, crosscutting concepts, and disciplinary core ideas;</li><li>2.11 be proficient in one world language in addition to English upon graduation;</li><li>2.12 understand and apply current and emerging technologies to demonstrate technology literacy and use technology to solve problems using both computational and critical thinking.</li></ul> <p><b>E-3: EDUCATIONAL EQUITY - Knowing a student's subgroup memberships (race, gender, socioeconomic status) will indicate nothing about how they are likely to achieve academically, how their behaviors will be managed, or what opportunities they will pursue within and beyond our school system.</b></p> <p>Data will show:</p> <ul style="list-style-type: none"><li>3.1 high levels of academic proficiency and growth in all student subgroups;</li><li>3.2 no gaps in academic performance between student subgroups;</li><li>3.3 student enrollments in advanced coursework similar to overall student demographics;</li></ul>
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- 3.4 student discipline rates similar for all student subgroups;
- 3.5 staffing demographics that are diverse and similar to diverse student demographics;
- 3.6 high levels of student engagement in all student subgroups;
- 3.7 students' post-secondary choices not being impacted by their subgroup.

**E-4: CHARACTER - Students will demonstrate character traits consistent with becoming responsible members of local, national, and global communities.**

Students will focus on character development as demonstrated through proficiency in five core social and emotional learning (SEL) competencies:

- 4.1 self-awareness
- 4.2 self-management
- 4.3 social awareness
- 4.4 relationship skills
- 4.5 responsible decision-making



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## Theory of Change

(one item per row)

IF... <i>[List major strategies to address root causes]</i>	THEN... <i>[Enter SMART Performance Benchmarks]</i>
<ul style="list-style-type: none"><li>Teachers use observation and reflection tool for peer observations in math lessons and Grade levels participate in Vertical Alignment in math and Teachers create or revise common assessments to align with GSE and Teachers participate in professional learning on inquiry based math and EIP teachers receive training to administer DIBELS Next Program and EIP teachers and Coach use FSF and PS for early identification of struggling readers and we Implement Student-Centered Coaching Cycles (3/yr) and we implement team 3 of SEE-KS and begin mentor cycles of SEE-KS with team 1 and 2...</li></ul>	<ul style="list-style-type: none"><li>By the end of 2018-2019, the percentage of students meeting their growth target at each grade level will increase.</li><li>In Spring 2019, 85% of all students will perform proficient or above in math and reading as measured by Georgia Milestones.</li></ul>
<ul style="list-style-type: none"><li>EIP teachers receive training to administer DIBELS Next Program and EIP teachers and Coach use FSF and PS for early identification of struggling readers and All staff will participate in monthly equity meetings using Courageous Conversations and we implement DIBELS Next Math screening to identify and target students struggling in math and we implement Student-Centered Coaching Cycles (3/yr) and we implement team 3 of SEE-KS and begin mentor cycles of SEE-KS with team 1 and 2...</li></ul>	<ul style="list-style-type: none"><li>By the end of 2018-2019, the 80% of black students will perform proficient or above in math and reading as measured by Georgia Milestones.</li><li>By the end of 2018-2019, 80% of black students will meet their growth target in math and reading.</li></ul>
<ul style="list-style-type: none"><li>Grade level teams review and revise HoS rubrics created last year and Teachers explain and distribute rubrics for students to pre-assess and Teachers complete rubrics independent from students and Teachers conference with students, comparing the student's rubric with the teacher's and set individual goals and Students complete rubric at midyear</li></ul>	<ul style="list-style-type: none"><li>Students will increase in their ability to demonstrate Habits of Scholarship, which support their growth in becoming responsible members of local, national, and global communities.</li></ul>



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and Students complete rubric to post-assess...  
Teachers conference with students using information from pre- and post-assessment rubric.



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Name of School	Principal
Winnona Park Elementary	Ruth Scott

## SIGNATURES

Superintendent \_\_\_\_\_

Principal \_\_\_\_\_

## School Improvement Plan Core Team Members

Name	Position/Role	Signature
Ruth Scott	Principal	
Julie Semones	Instructional Coach	
Tom DeSimone	SLT Chair	
Samantha McMahan	SLT member	
Meredith Parks	SLT member	
Erika Shore	SLT member	



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## Academics and Foundations

<b>Academics and Foundations SMART Goal</b>				
<b>Early Childhood</b> <ul style="list-style-type: none"> <li>PES (academic)</li> </ul> <b>K-12</b> <ul style="list-style-type: none"> <li>MAP overall <u>and</u> subgroups</li> <li>EOG/EOC</li> </ul>	Baseline 2018-2019	Mid-Year Target	End-of-Year-Target	End-of-Year Actual 2018-2019
By the end of 2018-2019, 90% of K and 1st grade students will meet their growth target in math and 85% of K and 1st grade students will meet their growth target in reading.	<b>Spring 2017-2018</b>  <b>Math</b> K 80% 1 74%  <b>Reading</b> K 78% 1 55%	80% of K and 1st grade students will meet more than 50% of their growth target in math and reading.	<b>Math</b> K-90% 1-90%  <b>Reading</b> K-85% 1-85%	
By the end of 2018-2019, 60% of 2nd and 3rd grade students, will meet their growth target in math and 70% of 2nd and 3rd grade students will meet their growth target in reading.	<b>Spring 2017-2018</b>  <b>Math</b> 2 40% 3 49%  <b>Reading</b> 2 62% 3 56%	80% of 2nd and 3rd grade students will meet more than 50% of their growth target in math and reading.	<b>Math</b> 2-60% 3-60%  <b>Reading</b> 2-70% 3-70%	
In Spring 2019, 85% of all students will perform proficient or above in math and reading as measured by Georgia Milestones.	<b>Spring 2018</b> Math: 80% Reading: 76%	Winter MAP scores will indicate 85% of all students will perform proficient or above in math and reading as	85% of all students will perform proficient or above in math and reading as measured by Georgia Milestones.	



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		measured by Georgia Milestones.		
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Strategies/Action Steps for Academics and Foundations SMART Goal	M (Manager)	O (Owner)	C (Consulted)	H (Helper)	A (Approver)	By When	Estimated Cost, Funding Source, and/or Resources
Teachers use observation and reflection tool for peer observations in math lessons. (Learning Walks-3/yr)	R. Scott	R. Scott	EL School Designer	EL Leadership Team	SLT	May 2019	<u>Observation and Reflection Tool for Math</u>
Grade levels participate in Vertical Alignment in math to develop common vocabulary and a collaborative document for pacing.	R. Scott	J. Semones	D. Campbell	teachers	SLT	May 2019	
Teachers create or revise common assessments to align with GSE	R. Scott	J. Semones	D. Campbell, instructional coaches	teachers	SLT	May 2019	
Teachers participate in professional learning on inquiry based math to support deeper learning in math.	R. Scott	J. Semones	EL School Designer, D. Campbell	EL Leadership Team	SLT	May 2019	
IC and Principal provide specific feedback 3x/year for teachers regarding inquiry based math.	R.Scott	J. Semones, R. Scott	D. Campbell	NA	SLT	May 2019	
EIP teachers receive training to administer DIBELS Next Program	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	Aug. 15	
EIP teachers and IC use FSF and PS for early identification of struggling readers to develop and implement interventions.	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	1st screening- Aug 30 2nd screening- Nov 30	
Weekly RtI meetings with RtI coordinator, IC, and school psychologist to monitor growth of students on Tier 3.	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	May 2019	
Weekly EIP meetings with EIP teachers and IC to analyze data.	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	May 2019	
Implement Student-Centered Coaching Cycles (3/yr)	J. Semones	J. Semones	D. Campbell, instructional coaches	R. Scott	SLT	May 2019	



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Implement team 3 of SEE-KS and begin mentor cycles of SEE-KS with team 1 and 2	R. Scott	K. Stopp/R. Scott	SEE-KS coaches	J. Semones	SLT	May 2019	
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## Educational Equity

<b>Educational Equity SMART Goal</b>				
<b>Early Childhood</b> <ul style="list-style-type: none"> <li>PES (academic)</li> </ul> <b>K-12</b> <ul style="list-style-type: none"> <li>MAP overall and subgroups</li> <li>EOG/EOC subgroups</li> <li>discipline data</li> <li>course enrollment</li> <li>engagement data</li> </ul>	<b>Baseline 2018-2019</b>	<b>Mid-Year Target</b>	<b>End-of-Year-Target</b>	<b>End-of-Year Actual 2018-2019</b>
By the end of 2018-2019, the 80% of black students will perform proficient or above in math and reading as measured by Georgia Milestones.	<b>Spring 2017-2018</b> Math-37% (3 out of 8 students) Reading-37% (3 out of 8 students)	Winter MAP scores will indicate 80% of black students will perform proficient or above in math and reading as measured by Georgia Milestones.	<b>Math</b> B-80% <b>Reading</b> B-80%	
By the end of 2018-2019, 80% of black students will meet their growth target in math and reading.	<b>Subgroups</b> <b>Math</b> B-41% <b>Reading</b> B-52%	On Winter MAP, 80% of black students will meet more than 50% of their growth target in math and reading.	<b>Math</b> B-80% <b>Reading</b> B-80%	





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Strategies/Action Steps for Educational Equity SMART Goal	M (Manager)	O (Owner)	C (Consulted)	H (Helper)	A (Approver)	By When	Estimated Cost, Funding Source, and/or Resources
EIP teachers trained to administer DIBELS Next Program	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	Aug. 15	
EIP teachers and IC use FSF and PS for early identification of struggling readers to develop and implement interventions.	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	1st screening- Aug 30 2nd screening- Nov 30	
Implement DIBELS Next Math screening to identify and target students struggling in math.	R. Scott	J. Semones	EIP teachers	EIP teachers	SLT	1st screening- Aug 30 2nd screening- Nov 30	
Weekly RtI meetings with RtI coordinator, IC, and school psychologist to monitor growth of students on Tier 3.	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	May 2019	
Weekly EIP meetings with EIP teachers and IC to analyze data.	R. Scott	J. Semones	M. Willis	EIP teachers	SLT	May 2019	
School equity team will have monthly equity meetings using Courageous Conversations.	R. Scott	School Equity Team	L. Huddleston	School Equity Team	SLT	May 2018	
Staff will complete a pre and post survey with a focus on self-efficacy related to using an equity lens and having conversations about race.	R. Scott	School Equity Team	L. Huddleston	School Equity Team	SLT	May 2019	
Implement Student-Centered Coaching Cycles (3/yr)	J. Semones	J. Semones	D. Campbell, instructional coaches	R. Scott	SLT	May 2019	
Implement team 3 of SEE-KS and begin mentor cycles of SEE-KS with team 1 and 2	R. Scott	K. Stopp/R. Scott	SEE-KS coaches	J. Semones	SLT	May 2019	



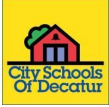
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## Character

Character SMART Goal	Baseline 2018-2019	Mid-Year Target	End-of-Year-Target	End-of-Year Actual 2018-2019
<b>Early Childhood</b> <ul style="list-style-type: none"> <li>PES (social and emotional)</li> </ul> <b>K-12</b> <ul style="list-style-type: none"> <li>Character/Habits of Scholarship/IB Learner Profile</li> </ul>				
Students will increase in their ability to demonstrate Habits of Scholarship, which support their growth in becoming responsible members of local, national, and global communities.	Students complete pre-assessment with grade level rubric on HoS.	Students complete mid-year assessment with grade level rubric on HoS.	Students at all grade levels will use Habits of Scholarship rubrics to self-assess and set goals for educational success.	

Strategies/Action Steps for Character SMART Goal	M (Manager)	O (Owner)	C (Consulted)	H (Helper)	A (Approver)	By When	Estimated Cost, Funding Source, and/or Resources
Grade level teams review and revise HoS rubrics created last year.	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	Sept. 14	
Teachers explain and distribute rubrics for students to re-assess.	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	Sept. 14	
Teachers complete rubrics independent from students	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	Sept. 14	
Teachers conference with students, comparing the student's rubric with the teacher's and set individual goals.	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	Oct. 1	
Students complete rubric at midyear.	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	Dec. 21	
Students complete rubric to post-assess.	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	May 1	



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Teachers conference with students using information from pre- and post- assessment rubric.	R. Scott	J. Semones /teachers	EL School Designer	Intervention teachers	SLT	May 24	
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