GaDOE

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS

SCHOOLWIDE IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:	
Ortega Ross	
NAME OF DISTRICT/SUPERINTENDENT:	
Tim Cochran	
□ Comprehensive Support School	□ Targeted Support School	□ Schoolwide Title 1 School
□ Targeted Assistance Title 1 School	□ Non-Title 1 School	□ Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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

SIGNATURES:

Superintendent	_____	Date	9/29/22	
Principal Supervisor	Ortega Ross	Date		
Principal	Ortega Ross	Date	9/29/22	
Title 1 Director	Chip Daw	Date	9/29/22	
(Title 1 Schools only)				

Name	Position/Role	Signature
Ortega Ross	Principal	Ortega Ross
RC Tucker	Asst. Principal	
Dana Martin	Lead Teacher	Dana Martin
Kathrin Hunter	Counselor	Kathrin Hunter
Amanda Jones	Media Specialist	Amanda Jones
Melissa Clayton	Teacher EIP	Melissa Clayton
Sarah Dollar	Teacher EIP	
Katie Grubbs	Teacher	Katie Grubbs
Candace Merkison	Teacher ESOL	Candace Merkison
Ashley Strickland	Teacher Kindergarten	Ashley Strickland
Leslie Washington	Teacher PreK	
Shanteria Wynn	Teacher 2nd grade	Shanteria Wynn

Planning Committee Members (SWP 8, 16)

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

Student academic need	Evidence of need	Possible action	Implications/ impact of action	Priority
Increase number of students reading on grade level	SRA Assessment data IReady Assessment data	**Ready and iReady** - Usage of program with fidelity. (45 minute) - Teacher assigned lessons - Small group intervention with IReady lessons Fundations in EIP for K and 1st/2nd Mini standards assessment throughout the nine weeks Reading Fluency - Repeated Reading sent home at the beginning of the year	Increase of the number of students reading on grade level by 3%	
Increase the number of students On-Grade Level in Math by 5% in each grade level	IReady EOY Assessment Data	**Ready and iReady** - Usage of program with fidelity. (45 minute) - Small groups interventions with Iready lessons **Math Fluency/Number Sense** - Use of iReady toolbox resources - Xtra Math implementation 1st/2nd	Increase the number of students On-Grade Level in Math by 5% in each grade level	
West Bainbridge Primary will decrease the number of faculty, staff and students absences by 3%	Attendance Reports	-Monthly attendance incentives for staff and students -Nine weeks incentives for students -Communication through dojo and parent meetings -Attendance contracts/attendance meetings	Decrease the number of absences by 3%.	

SMART GOAL #1 *Increase the number of students On-Grade Level in ELA by 3% in each grade level* (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Artifacts	Evaluation of Implementation and Impact on Student Learning Evidence	Monitoring Actions of Implementation	Estimated Cost, funding Source, and/or Resources
2022-2023	Administrators, Teachers, Teacher assistant	**Ready and iReady** - Usage of program with fidelity. (45 minute) - Teacher assigned lessons - Small group intervention with iReady lessons Fundations in EIP for K and 1st/2nd Mini standards assessment throughout the nine weeks Reading Fluency - Repeated Reading sent home at the beginning of the year	iReady mini standards assessment, monthly data grade level meeting, Assessment below grade level every nine weeks,	Monthly Data Meeting Reports iReady Benchmark assessments Diagnostic assessments	Monthly Data Meeting SRA Data Tracking Data Spreadsheet	

SMART GOAL #2 *Increase the number of students On-Grade Level in Math by 5% in each grade level* (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
2022-2023		**Ready and iReady** - Usage of program with fidelity. (45 minutes) - Small groups interventions with Iready lessons **Math Fluency/Number Sense** - Use of iReady toolbox resources - Xtra Math implementation 1st/2nd	List CCRPI table number IReady mini standards assessment, monthly data grade level meeting,	Monthly Data Meeting Reports IReady Benchmark assessments Diagnostic assessments X-tra Math reports	Monthly grade level meetings, iReady Reading Reports, math fluency assessment each nine week, Unit Assessments	

SMART GOAL #3 *West Bainbridge Primary will decrease the number of faculty, staff and students absences by 3%(SWP 2, 7, 9, 10)*

Georgia School Performance Standard, (SWP 9)	Student Group (All or Subgroup, Parents, Teachers)	Action/Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
2022-2023	Administrators, Teachers, Teacher assistants Parents	-Monthly attendance incentives for staff and students -Nine weeks incentives for students -Communication through dojo and parent meetings -Attendance contracts/attendance meetings	Infinite campus monitoring for attendance weekly Dojo communication with parents	Attendance contracts Attendance reports Attendance Meetings	Improved monthly attendance Decrease in use of subs	

Professional Learning Plan to Support School Improvement Plan(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
Integration of teaching ELA standards into writing instruction	Throughout 2022-2023	"Expert" teachers within the building and district; Academic Coaches; Lead Teacher	Principal, Assistant Principal, Instructional Coaches, and Lead Teacher	Improved writing results on common assessments; improved scores on daily work as 1st Grade by Step Writing (Rockin Resources) scored with rubrics; Write Score Assessment, Ready Writing 2nd grade	
Fact Fluency/ ELA Fluency	Throughout 2022-2023	Teachers within the building and district; lead teacher; Academic Coach	Principal, Assistant Principal, Instructional Coaches, and Lead Teacher	Scored fact assessments X-tra Math data Scored common assessments and improved scores Students are more efficient when solving basic computation problems. Improved Lexile scores; Improved writing scores based on writing rubrics; Increase in iReady Growth Monitoring tools and graph	

Professionally Qualified Staff

(SWP 3, 5)

All courses are taught by professionally qualified staff. _____ (Yes or no)
If no, explain

List efforts to recruit professionally qualified teachers to your school.

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

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

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

Resources:

Georgia School Performance Standards –

http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx

Professional Learning Plan Template Guidelines -

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

System for Effective School Instruction:

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

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

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

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

Table B

West Bainbridge Primary

Goal: Increase student attendance

2021-2022	2021-2022 Attendance	2022-2023 Target
	Goal	Actual Rate	Actual Rate
93%	95%	97%

Percent of students grades K-2 absent less than 10% of enrolled days

Table C

Goal: Increase Teacher/Leader/Staff attendance

School Level	2020 Target	2022 Attendance	2023 Target
Certified	COVID 19%	69%	60%
Non Certified	COVID 19%	67%	60%
Leadership	COVID 19%	60%	50%

****% of staff members missing 10 or more days**

West Bainbridge Primary

Table D

Goal: Decrease the number of days of OSS and ISS

School Level	2022 Suspensions	2022 Suspensions	2022 Suspensions	2023 Target		
OSS	68 days or less (36 students or less)	33Days (22 students)	32Days (21 students			
	Goal	Actual	Actual			
ISS	15 days or less (3 students or less	0 Days 0 students	15 Days (3 students or less			
	Goal	Actual	Actual			

West Bainbridge Primary

Table F - 1

Goal: Increase the percentage of Student achieving Lexile Targets

School	2022 Goal Actual	2023
Primary K	70%	70%
100 Target	7%	
Primary 1st	70%	70%
350 Target	22%	
Primary 2nd	70%	70%
550 Target	63%	

Required Questions:

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included. [Sec. 2103(b)(2)]

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

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

2. Provide a description of the Title 1 instructional program begin implemented at this Title 1 school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school.
Sec. 1114(b)(7)(ii)

- Paraprofessionals in Elementary – Are professionally qualified and serve to provide small group, hands on instruction. Provide interventions in reading and math. Required to keep logs documenting the intervention and students served. Technology instruction to promote digital literacy.
- NBLC – after school tutoring and summer program to promote mastery and course completion for at risk students
- Use of programs for at risk students: IREADY and Edgenuity snd USA Prep – Targeting Reading and Math
- Elementary - digital literacy with paraprofessional
- Lead Teachers – to assist the school/teachers with curriculum, support of quality instruction, guiding in disaggregating of data to determine academic needs of most at-risk students.

3. Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education program to local elementary school programs. Sec 1114 (b)(7)(V).

Elementary

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

4. Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: • Coordination with institutions of higher education, employers and local partners; and • Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]

Middle/High

- Coordination with institutions of higher education, employers and local partners, and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. 1112(b)(10)

Middle and high – provide description of career courses and transition strategies- Mr. Johnson and others coming to BHS to help with transition for scheduling, Bearcat Basics (BMS) Parent Orientation in the spring of the 4th grade year (HMS).

High – describe options for dual enrollment, CTAE, College & Career, Work based learning, career counseling. Having Dual Enrollment classes taught on your campus.

5. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Positive behavior practices will be implemented so a more proactive approach to discipline will be followed. Students will attend grade level assemblies to address Code of Conduct and the expectation of good behavior. Students in middle grades/ high school will participate in a mentoring program to mentor lower level students who need positive role models. Many teachers use a class reward system to reward students weekly if they show expected behaviors throughout the week. Class Dojo, Point System, School Stores,

6. Define how your interventions are evidence-based; or other effective strategies to improve student achievement.

All intervention programs used in the school (paid by Title 1) have been vetted and are research and evidence based:

IREADY and Edgenuity – BHS, PLC, NBLC- to support instruction and blended learning;

IREADY - Computer software for literacy to support reading instruction and Lexile measures.

Paraprofessionals in Elementary – Are professionally qualified and serve to provide   small group, hands on instruction. May provide interventions in reading and math. Required to keep logs documenting the intervention and students served. Technology instruction to promote digital literacy.

- NBLC – after school tutoring and summer program to promote mastery and course completion for at risk students

7. Describe how the school will implement effective parent and family engagement strategies.

  Compact – parent, student, school components – specific goals linked to SWP, developed with parents/stakeholders

- Parent Engagement Plan - developed with parents/stakeholders
- Describe how volunteers and chaperones will be mobilized
- Plan and link three or more school level workshops to learning and SWP goals
- Communication, District newsletter, school newsletters, website (with translation features & ADA compliance)
- Parent Engagement on the Road
- School Council, PTO, Community Conversations, etc
- Elementary - Early Learners Event