

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

NAME OF SCHOOL/PRINCIPAL: West Haralson Elementary School/ Kim Causey

NAME OF DISTRICT/SUPERINTENDENT:

Haralson County Schools/Dr. Jerry Bell

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

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

Name	Position/Role	Signature
Kim Causey	Principal	
Cindi Ford	Asst. Principal	
Crystal Alred	Literacy Coach	
Jennifer Pennington	School Counselor	
Trinity Westmoreland	3rd Grade Instructional Lead	
Ashley Odom	4th Grade Instructional Lead	
Tonya Thompson	5th Grade Instructional Lead	
Nicole Craig	STEM Teacher	
Meagan Richardson	SpEd Instructional Lead	
Megan Kress	Gifted Coordinator/Teacher	
Amy Bell	Parent	
Kendra Chancey	Parent	
Tiffany Brown	Parent	

Planning Committee Members

Title I only
The Letter of Intent for Title I Schoolwide was submitted on N/A .

Please indicate the programs that are consolidated in this plan: Title I, Title II, Title III, Title IV, Title V, LILIS, and Title VI IDEA, and McKinney-Vento

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

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the number of students scoring at proficient and distinguished learner on the Georgia Milestones ELA/Reading and Math	GMA results (FY21 and FY 19) Edulastic-CA Data , FY21 MAP Scores FY19 student growth, FY19 CCRPI Reports FY21 CCRPI Score Projection Data	Administrative Team Leadership Team School Governance Team Teachers Parents Community Members	School Governance-Copies of Plans Available & Feedback Solicited WHES Website-Plans Posted for Review Title I Meeting Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on WHES Website Facebook-Link to Plans Hard Copies Available in Front Office upon request
Increase the number of students scoring at the Distinguished Learner in all content.	GMA results (FY21 and FY 19) Edulastic-CA Data , FY19 student growth, FY19 CCRPI Reports FY21 CCRPI Score Projection Data FY21 MAP Scores	Administrative Tea m Leadership Tea m School Governance Tea m Teachers Parents Community Members	
Decrease the number of students at the Beginning & Developing Learner in ELA	GMA results (FY21 and FY19) Edulastic-CA Data , FY19 student growth, FY19 CCRPI Reports FY19 CCRPI Score Projection Data GMA results (FY21 and FY 119) Edulastic-CA Data , FY21 MAP	Administrative Tea m Leadership Tea m School Governance Tea m Teachers Parents Community Members	Information to teachers regarding Lexile changes

Division of School and District Effectiveness | School Improvement PLAN

Increase percent of students demonstrating reading comprehension at the midpoint of the stretch Lexile band for each grade level.	FY19 student growth, FY19 CCRPI Reports FY21 CCRPI Score Projection Data FY21 MAP Scores	Administrative Team Leadership Team School Governance Team Teachers Parents Community Members	
Decrease the percentage of students missing more than 10% of their enrollment by 10% (from 13.97% to 12.57%).	Attendance reports Perfect Attendance Recognition	Administrative Team Leadership Teams Teachers Parents PTO	Open House-Copies of Plans Available & Feedback Solicited WHES Website-Plans Posted for Review Title I Meeting Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on WHES Website Facebook-Link to Plans Hard Copies Available in Front Office Upon Request
Decrease the percentage of faculty missing 6 or more days by 3% (from 44% to 42.68%)	Attendance reports Perfect Attendance Recognition Month	Administrative Team Leadership Teams Teachers Parents PTO	Open House-Copies of Plans Available & Feedback Solicited WHES Website-Plans Posted for Review Title I Meeting Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on WHES Website Facebook-Link to Plans Hard Copies Available in Front Office Upon Request

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the number of students scoring at proficient learner or higher on the Georgia Milestones ELA/Reading and Math by 10%.

ELA/Reading

- WHES from 20.5% to 22.5%
- 3rd Grade from 18% to 20%
- 4th Grade from 18% to 20%
- 5th Grade from 25% to 27.5%

Math

- WHES from 22.78% to 25%
- 3rd Grade from 36% to 39.6%
- 4th Grade from 20% to 22%
- 5th Grade from 13% to 14.3%

Student Group (All or Subgroups, Parents, Teachers)	Evidence based for any "programs" (ie. Bookworms)	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		
All students ELA/Reading Teachers Math Teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<input type="checkbox"/> Weekly Collaborative Planning PLC, & Data Analysis <input type="checkbox"/> Monthly Data Team Meetings <input type="checkbox"/> Use Common Assessments <input type="checkbox"/> Continue differentiated instruction <input type="checkbox"/> Improved data-driven instruction <input type="checkbox"/> Implement common planning for co-teachers for ELA, Reading, and Math (Tier 4) <input type="checkbox"/> Implement Bookworms curriculum with fidelity in all grades <input type="checkbox"/> Implement writing in all content areas <input type="checkbox"/> Use MAP assessment <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Implement the use of Corrective Reading and Needs Based Instruction <input type="checkbox"/> Add an additional teacher to Third grade in order to reduce class sizes for all classes. <input type="checkbox"/> Utilize academic coaches to help plan PD and coach teachers through the use of data to drive instruction. <input type="checkbox"/> Implement Academic Afterschool program for Reading and Math <input type="checkbox"/> Begin weekly Math content meetings to analyze spiral review data to drive instruction	Leading Data Lesson Plans PLC agendas Progress monitoring data	<p>School Leaders Demonstrate: Knowledge and understanding of curriculum and alignment to guide collaborative planning meetings. Data analysis tools to support teachers in using data to inform instruction.</p> <p>Teachers Demonstrate: Strategies and knowledge to use data to differentiate instruction. Knowledge and understanding of alignment of subjects both horizontally and vertically.</p> <p>Students Demonstrate: Engagement in the curriculum and improved assessment scores.</p> <p>Parents Demonstrate:</p>	Review of lesson plans by administrators Classroom observations by administrators Weekly Achievement Team meetings Data review of Common Assessments and MAPS	Bookworms books QBE funds Title I funds Title V funds Charter funds IDEA funds Salary of Title I CSR teacher Salary of academic coach CR Material

				Support at home with homework and at school by collaborating with teachers on their child's school work.		
--	--	--	--	---	--	--

Additional supports for accelerated or academically struggling students (Tiers 2-4):
Professional learning to support the above goal and action steps:
Family Engagement Implications:

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the number of students scoring at the Distinguished Learner Level by 10%

ELA

- WHES from 3% to 3.3%
- 3rd Grade from 6.03% to 6.63%
- 4th Grade from 1.74% to 1.91%
- 5th Grade from 1.54% to 1.69%

Math

- WHES from 3.3% to 3.63%
- 3rd Grade from 6.9% to 7.59%
- 4th Grade from 1.74% to 1.91%
- 5th Grade from 1.55% to 1.7%

Student Group (All or Subgroup, Parents, Teachers)	Evidence based for any "programs" (ie. Bookworms)	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		

Division of School and District Effectiveness | School Improvement PLAN

All students	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<input type="checkbox"/> Weekly Collaborative Planning (PLC), & Data Analysis <input type="checkbox"/> Monthly Data Team Meetings <input type="checkbox"/> Use Common Assessments <input type="checkbox"/> Continue differentiated instruction <input type="checkbox"/> Improved data-driven instruction <input type="checkbox"/> Implement common planning for co-teachers for ELA, Reading, and Math (Tier 4) <input type="checkbox"/> Implement Bookworms curriculum with fidelity in all grades <input type="checkbox"/> Implement writing in all content areas <input type="checkbox"/> Use MAPS assessment <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Implement the use of Corrective Reading and Needs Based Instruction <input type="checkbox"/> Add an additional teacher to Third grade in order to reduce class sizes for all classes. <input type="checkbox"/> Utilize academic coaches to help plan PD and coach teachers through the use of data to drive instruction. <input type="checkbox"/> Begin weekly Math content meetings to analyze spiral review data to drive instruction	Leading Data Lesson Plans PLC agendas Progress monitoring data	School Leaders Demonstrate: Knowledge and understanding of curriculum and alignment to guide collaborative planning meetings. Data analysis tools to support teachers in using data to inform instruction. Teachers Demonstrate: Strategies and knowledge to use data to differentiate instruction. Knowledge and understanding of alignment of subjects both horizontally and vertically. Students Demonstrate: Engagement in the curriculum and improved assessment scores. Parents Demonstrate: Support at home with homework and at school by collaborating with teachers on	Review of lesson plans by administrators Classroom observations by administrators Weekly Achievement Team meetings Data review of Common Assessments and MAPS	Bookworms books QBE funds Title I funds Title V funds Charter funds IDEA funds Salary of Title I CSR teacher Salary of academic coach CR Material
All Teachers	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R					
Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R					

				their child's school work.		
--	--	--	--	----------------------------	--	--

Additional supports for accelerated or academically struggling students (Tiers 2-4):
Professional learning to support the above goal and action steps:
Family Engagement Implications:

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

80% of our students will achieve their projected RIT as measured by the MAP assessment growth goal.

- 3rd grade: 119 students @ 80%= 95 students
- 4th grade: 124 students @ 80%= 99 students
- 5th grade: 111 students @ 80%= 88 student

Student Group (All or Subgroup, Parents, Teachers)	Evidence based for any "programs" (ie. Bookworms)	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		
All students ELA/Reading Teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<input type="checkbox"/> Students will be given the MAP assessment three times per year in Math, Reading and ELA <input type="checkbox"/> Teachers will use the Learning Continuum in the NWEA site to identify standards/ objectives needing introduced, reinforced and developed further <input type="checkbox"/> Implement Academic Afterschool program for Reading	MAP Data Lesson Plans Small Group Data CR data	<p>Teachers demonstrate the ability to identify student needs using the Learning Continuum</p> <p>Leaders demonstrate understanding of the Learning Continuum by identifying the alignment to the standards in the lesson plans.</p> <p>Students Demonstrate: Engagement in the curriculum and improved assessment scores.</p> <p>Parents Demonstrate: Support at home with homework and at school by collaborating with teachers on their child's school work.</p>	Review of lesson plans by administrators Classroom observations by administrators Weekly Achievement Team meetings Data review of Common Assessments and MAPS	MAP assessment program Training for teachers

Additional supports for accelerated or academically struggling students (Tiers 2-4):

Professional learning to support the above goal and action steps:

Family Engagement Implications:

SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Decrease the percentage of students whose Lexile score is below the mid-point for their grade level by 10%.

WHES from 46.8% to 51.5%

3rd Grade from 50% to 55%

4th Grade from 57% to 62.7%

5th Grade from 35% to 38.5%

Student Group (All or Subgroup, Parents, Teachers)	Evidence based for any "programs" (ie. Bookworms)	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		

Division of School and District Effectiveness | School Improvement PLAN

<p>All students</p> <p>ELA/Reading Teachers</p> <p>Parents</p>	<p><input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R</p> <p><input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R</p> <p><input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly Collaborative Planning (PLC), & Data Analysis <input type="checkbox"/> Monthly Data Team Meetings <input type="checkbox"/> Use Common Assessments <input type="checkbox"/> Continue differentiated instruction <input type="checkbox"/> Improved data-driven instruction <input type="checkbox"/> Implement common planning for co-teachers for ELA, Reading, and Math (Tier4) <input type="checkbox"/> Implement Bookworms curriculum with fidelity in all grades <input type="checkbox"/> Implement writing in all content areas <input type="checkbox"/> Use MAP assessment <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Implement the use of Corrective Reading and Needs Based Instruction <input type="checkbox"/> Add an additional teacher to Third grade in order to reduce class sizes for all classes. <input type="checkbox"/> Implement Academic Afterschool program for Reading 	<p>Leading Data</p> <p>Lesson Plans</p> <p>PLC agendas</p> <p>Progress monitoring data</p>	<p>School Leaders Demonstrate: Knowledge and understanding of curriculum and alignment to guide collaborative planning meetings. Data analysis tools to support teachers in using data to inform instruction.</p> <p>Teachers Demonstrate: Strategies and knowledge to use data to differentiate instruction. Knowledge and understanding of alignment of subjects both horizontally and vertically.</p> <p>Students Demonstrate: Engagement in the curriculum and improved assessment scores.</p> <p>Parents Demonstrate: Support at home with homework and at school by collaborating with teachers on their child's school work.</p>	<p>Review of lesson plans by administrators</p> <p>Classroom observations by administrators</p> <p>Weekly Achievement Team meetings</p> <p>Data review of Common Assessments and MAPS</p>	<p>Bookworms books</p> <p>QBE funds</p> <p>Title I funds</p> <p>Title V funds</p> <p>Charter funds</p> <p>IDEA funds</p> <p>Salary of Title I CSR teacher</p> <p>Salary of academic coach</p> <p>CR Material</p>
--	--	--	--	---	---	--

Additional supports for accelerated or academically struggling students (Tiers 2-4):

Professional learning to support the above goal and action steps:

Family Engagement Implications:

SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Decrease the percentage of students missing more than 10% of their enrollment by 10% (from 13.97% to 12.57%).

Student Group (All or Subgroup, Parents, Teachers)	Evidence based for any "programs" (ie. Bookworks)	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		
All students All Teachers Parents	<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> P <input type="checkbox"/> R	<input type="checkbox"/> Daily phone calls for absent students <input type="checkbox"/> Running weekly reports for students with absences and/or tardies/checkouts <input type="checkbox"/> School Level Attendance meetings <input type="checkbox"/> District Level/Truancy Court attendance Meetings <input type="checkbox"/> Increase health activities related to overall wellness to support social/emotional health and help prevent illness, and therefore absences	Attendance logs Contact Logs Court Docketts	School Leaders Demonstrate: Knowledge and understanding of how to run reports and identify the current attendance rate. Counselor will oversee these activities	Review of reports and call logs	IC for monitoring attendance

Additional supports for accelerated or academically struggling students (Tiers 2-4):

Division of School and District Effectiveness | School Improvement PLAN

Professional learning to support the above goal and action steps:

Family Engagement Implications:

Professional Learning Plan to Support School Improvement Plan

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
Bookworm Curriculum	Monthly collaborative meetings July - April	Administrators Brandi Johnson & Benjie Cole	Administrators All Teachers Academic Coach	TKES Observational Ratings MAPS Data Common Assessment Data Improved student scores on GMA	Books
NWEA MAP Training	Initial Training August 21- May 22	Admin/ Academic Coach		MAP Data	PL Registration and expenses
Understanding CCRPI	Aug 21-May 22	Administration	School Admin		PL Registration and expenses

Division of School and District Effectiveness | School Improvement PLAN

Monthly Math Meetings with Laura Dickerson	Monthly Aug2-May 22	Laura Dickerson	School Admin Academic Coach Math Coach	Lesson Plans Monthly Agenda Monthly Minutes	Substitutes Math Manipulatives
PBIS Conference	Nov 2021	PBIS District Coach	School Admin PBIS Coach	Conference Agenda Monthly Minutes Discipline Data	Registration Substitutes
Corrective Reading	September 2021-ongoing	Literacy Coach(es)	Literacy Coach(es)	Lesson Plans/PL agenda/Progress Monitoring data	PL Trainer, CR materials, Subs for training

Highly Qualified Staff

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

List efforts to recruit highly qualified teachers to your school.

Webpage dedicated to employment opportunities and links to school website

School Webpage

School social media ~ Facebook, Twitter, and Instagram

New Teacher Support and Mentor Program

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>