

	SCHOOL IMPROVEMENT PLAN WITH 90-DAY ACTIONS	Important Dates		District: Clarke County
		<i>Draft Due</i>	7/31/2023	
		<i>LSGT Approval</i>	8/31/2023	School: Winterville Elementary
		<i>45-Day Check</i>	Oct/Nov 2023	
		<i>90-Day Check</i>	Early Jan 2024	Principal: Dr. Carletha Pearson
		<i>Spring Revisions</i>	Late Jan 2024	
		<i>135-Day Check</i>	Feb/Mar 2024	Principal Supervisor: Dr. Kena Worthy
		<i>180-Day Check</i>	May 2024	
<i>The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the entirety of the school year and over the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's goals.</i>				
District Theory of Action				
Focusing on leader capacity and actions in the 3 Priority Areas of Instructional Leadership, Planning and Assessment, and Climate and Culture will increase student achievement and graduation rates.				
Needs Assessment				

Winterville Elementary School School Improvement Leadership Team (SILT) engaged in the following Three Phase Comprehensive Needs Assessment process to develop our needs and goals for our School Improvement Plan.

Phase 1: Preassessment

During this phase, WES SILT engaged in identifying our desired outcomes/performances for our students, teachers, and parents. For each target group, we collectively formed our desired performance/outcomes for each target group relative to our current state. From the list of desired performance/outcomes for each target group, SILT chose one desired outcome/performance. Once the desired outcome was selected, SILT engaged in identifying barriers or concerns that could hinder our progress towards reaching the desired outcome/performance. The step in this phase called for us to identify progress indicators we could use to monitor our progress towards addresses the concerns/hinderances so that we could met our desired outcomes.

Here are our desired outcomes/performances for each target group.

Students: 100% of students will read on grade level.

100% of students will feel that their good behavior is noticed and indicate that they like school.

Teachers: 100% teachers will implement ELA and Math curriculum with fidelity.

Parents: Increase parent participation in school decision-making opportunities to at least 98%.

Identified concerns/barriers for each desired outcome/performance.

Students: 35.8% of students in grades K-2 are reading below grade level. Seventy-five percent of students in grades 3-5 are reading below grade level.

Our Black students demonstrated the least amount of growth. This student groups has the largest number of students who are not profienct readers and writers.

100% of male students will indicate that their good behavior is notied.

Teachers: Limited feedback provided to teachers on their progress with implementing curriculum with fidelity.

Parents: Form of communication that does not reach families who do not speak English.

Identified Indicators for each desired outcome/performance.

Students: Assessment data

Class Dojo points for males and females

Teachers: Walkthrough data utilizing implementation checklist

TKES observations

Student work that is grade appropriate

Parents: Georgia School Health Survey

Parent participation numbers on our Family School Partnership Team

Parent participation on our Local School Goverance Team

Phase 2: Assesement

During this phase, the SILT reviewed all of the ELA, Math, and climate survey data from Milestones, iReady, and Georgia Health Climate Survey with SILT. The principal divided the members of SILT into three teams. Each team was assigned the responsibility for analyzing and synthesizing the ELA data, Math data, and climate survey. During this process, SILT identified strengths and weaknesses in the data. We also discussed noticings and wonderings of our students' and school's performances. Each team shared out. Lastly, the team identified the highest priority needs releative to our desired outcomes/performances. The highest priority needs became our school-wide goals.

Phase 3: Postassessment

After the data dig and while in teams, SILT brainstormed problems of practices for each concern/barrier that were identified during the preassessment phase, phase one. From there, we identified one problem of pratice that was in our control and had the greatest impact on school improvement and student learning. Those three problem of practices became our targets for priority one, priority two, and priority three of our School Improvement Plan. Step 5: Once each team identified their problem of practice, we engaged in a root cause analysis to get at the heart of why the problem of practices exists. Each team completed a 5 whys document to drill down to the root causes. This process aided us in identifying our action steps in order to address the problem of practices and assist us in meeting our school-wide goals.

Area	Student Groups	21-22	22-23	% Change	Race/Ethnicity	21-22	22-23	% Change
ELA Spring iReady (K-2) On or Above GL	All Students	45.80%	64.20%	18.40%	Black Students	41.80%	58.90%	17.10%
	SWD Students	31.30%	50.00%	18.70%	Hispanic Students	34.10%	56.50%	22.40%
	EL Students	33.30%	48.00%	14.70%	Two or More Race	16.70%	66.70%	50.00%
	Gifted Students	100.00%	93.90%	-6.10%	White Students	72.20%	80.60%	8.40%
ELA GMAS (3-5) Proficient or Above	All Students	24.70%	25.40%	0.70%	Black Students	15.30%	12.80%	-2.50%
	SWD Students	8.10%	6.10%	-2.00%	Hispanic Students	25.90%	24.10%	-1.80%
	EL Students	9.30%	9.10%	-0.20%	Two or More Race	100.00%	66.60%	-33.40%
	Gifted Students			0.00%	White Students	39.40%	58.60%	19.20%
Math Spring iReady (K-2) On or Above GL	All Students	57.20%	65.50%	8.30%	Black Students	45.60%	62.50%	16.90%
	SWD Students	64.70%	71.40%	6.70%	Hispanic Students	54.50%	54.30%	-0.20%
	EL Students	55.60%	50.00%	-5.60%	Two or More Race	83.30%	77.80%	-5.50%
	Gifted Students	93.30%	90.90%	-2.40%	White Students	76.90%	80.60%	3.70%
Math GMAS (3-5) Proficient or Above	All Students	25.90%	33.20%	7.30%	Black Students	12.50%	19.30%	6.80%
	SWD Students	18.90%	12.10%	-6.80%	Hispanic Students	25.90%	34.50%	8.60%
	EL Students	13.90%	30.30%	16.40%	Two or More Race	0.00%	66.60%	66.60%
	Gifted Students			0.00%	White Students	51.50%	65.50%	14.00%
PBIS ODR Rates (per 100 Students)	All Students	14.20	10.25	-3.95	Black Students	15.57	9.15	-6.42
	SWD Students	40.00	34.38	-5.62	Hispanic Students	4.03	3.13	-0.90
	EL Students	1.27	1.18	-0.09	Two or More Race	0.00	0.00	0.00
	Gifted Students	17.74	1.45	-16.29	White Students	19.12	25.00	5.88
PBIS OSS Rates (per 100 Students)	All Students	7.99	13.75	5.76	Black Students	10.78	14.02	3.24
	SWD Students	26.15	35.94	9.79	Hispanic Students	0.81	5.47	4.66
	EL Students	0.00	1.18	1.18	Two or More Race	0.00	0.00	0.00
	Gifted Students	8.06	5.80	-2.26	White Students	8.51	28.41	19.90
Data Resources	CCSD Data Analytics		GOSA Data Dashboards		Georgia Insights Dashboards		GA Milestones Comparisons by RESA	
Needs and Goals								
Your school's year-long goals in 3 areas: ELA, Math, and Climate & Culture.								
	Needs		Goals			Progress Metrics		
1	ELA-Based on our overall school data, only 12.8% of our Black students demonstrate proficiency on the GMAS. We need to increase the percentage of our Black students who are profienent readers and writers.		Increase the percentage of Black students who demonstrate proficiency and above in ELA on the Georgia Milestones Assessment from 12.8% to 40% or more by May 2024.			ELA Interim BOY, MOY and EOY assessment data results. Wit & Wisdom Module Assessment Data Results.		
2	Math-Based on our overall school data, only 12.10% of our Students with Disabilites (SWD) demonstrated proficiency on the GMAS.		Increase the percentage of Students with Disabilities (SWD) in grades 3-5 who demonstrate proficiency on GMAS 12.10% to 40% or more by May 2024.			Eureka Math MOY and EOY assessments data results. Math interim BOY, MOY, and EOY assessment data results.		
3	Climate and Culture-Based on our Georgia Climate Survey, 66.25% of our males students indicated that good behavior is noticed in their school compared to female students who indicated 78.5% good behavior is noticed in their school.		Increase the percentage of male students in grades 3-5 who indicated their good behaviors is noticed in their school from 66.25% to 80% by May 2024.			Two school created climate surveys. Georgia Climate Survey.		
Plan Development Narrative (pre-populated)								

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation initiative forward. The school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learning		District Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation	
Carletha Pearson, Ed.D	8/23/2023	Jennifer Scott	8/23/2023
Principal Signature	Date	Chief of Academics & Student Supports Signature	Date