



# School Improvement Plan 2018-2019



**Westwood School**

**Dalton Public Schools**



Richard Woods, State School Superintendent  
"Educating Georgia's Future."

205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
(404) 657-4209  
www.gadoe.org  
askdoe@gadoe.org

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |   |                   |
|---|-------------------|
| • Georgia's Systems of Continuous Improvement Overview                  | February 10, 2017 |
| • Planning and Preparation  | February 17, 2017 |
| • Coherent Instructional System   | February 24, 2017 |
| • Effective Leadership  | March 3, 2017     |
| • Professional Capacity   | March 10, 2017    |
| • Family and Community Engagement                                       | March 17, 2017    |
| • Supportive Learning Environment                                       | March 24, 2017    |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| • Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| • Improvement Planning - Systems and Processes                          | April 21, 2017    |
| • Planning - Budgeting  | April 28, 2017    |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any questions related to this plan, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



## ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Georgia Department of Education

## School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Dalton Public Schools
<i>School Name</i>	Westwood School
<i>Team Lead</i>	Scott Ehlers
<i>Position</i>	Principal
<i>Email</i>	scott.ehlers@dalton.k12.ga.us
<i>Phone</i>	(706) 876-4427

<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
<input type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only

<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Free/Reduced meal applications
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

*Specific*

*Measurable*

*Attainable*

*Relevant*

*Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

#### 2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the school and its resources
- EL-5 Driving improvement efforts

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

**2.2 OVERARCHING NEED #1**

Overarching Need	
Increase student achievement in core content.	
Root Cause #1	Interim and formative assessment items are not representative of higher levels of depth of knowledge.
Root Cause #2	Students are not fluent in academic language and struggle monitoring their own learning progress.
Root Cause #3	Lack of district benchmark assessments.
Root Cause #4	Teachers need more support in unpacking, deconstructing, and understanding the full rigor of standards in ELA and Math.
Root Cause #5	Lack of keyboarding skills for students.
<b>GOAL</b>	By the end of the 2018-19 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase.

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL</b>	By the end of the 2018-19 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase.
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<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3, CIS-4
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Review curriculum documents to ensure alignment with the cognitive demands of standards.	General School Budget	a. Completed by June 30, 2019	District, grade level/curric. reps
		b. Monitored quarterly by district, grade level reps, curric. reps	
2. Administer MAP Assessments in ELA and Math.	General School Budget	a. Administer August, November, March	District/school teams, AP's
		b. Roll-out plan; MAP data	
3. Provide ongoing embedded coaching support for teachers in ELA, Math, Science, and Social Studies.	General School Budget	a. July to June annually	District/School Coaches, Math Lead
		b. Coaching notebooks, agendas, minutes, sign-in sheets	
4. Identify and provide instructional resources or professional learning needed to support core content instruction.	General School Budget, PTO	a. August to June	District/grade level rep, Admin.
		b. PO's, requests, budgets	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Ensure district and building leadership incorporate time in schedules to provide interventions to address gaps resulting from poverty.	Ensure district and building leadership incorporate time in schedules to provide interventions to address gaps resulting from mobility.
English Learners	Migrant
Teachers of EL students will participate in professional learning in academic language and depth of knowledge.	Ensure time in students' schedules for instructional interventions to address gaps resulting from mobility.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	Special Ed staff training in differentiation using Leveled Literacy Intervention and targeted math intervention.

**EFFECTIVE LEADERSHIP**

**GOAL** By the end of the 2018-19 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase.

**Structure(s)** EL-1, EL-3, EL-4, EL-5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Build leadership capacity to recognize structures and processes that create barriers for poverty students.	General School Budget	a. July to June b. RESA training schedule, training materials, PGT's	District/School Administration
2. Train leaders and teachers in the analysis of assessment data and the use of electronic data warehouses.	General School Budget; Title I	a. August to June b. Training agendas, sign in sheets, SLDS, Canvas, MAP	District/School Administration
3. School leaders will allocate the use of time, materials, and fiscal resources for progress monitoring of achievement.	General School Budget; Title I	a. August to June b. Weekly grade level meetings with admin/coaches to discuss data	School Admin., Coaches
4. Curriculum and Assessment Team will monitor the implementation of the school improvement plan.	General School Budget	a. Meet 3-4 times a year. b. Agendas, minutes, sign-in sheets	School Admin., CAT members
5.		a. b.	
6.		a. b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Leaders will participate in a series of RESA led training on students of poverty.	Addressed in Action Steps above.
English Learners	Migrant
Addressed in Action Steps above.	Addressed in Action Steps above.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	Addressed in Action Steps above.

**PROFESSIONAL CAPACITY**

<b>GOAL</b>	By the end of the 2018-19 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase.
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<b>Structure(s)</b>	PC-2, PC-4
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Conduct professional learning on MAP Assessment and data analysis.	General School Budget	a. August to June	Admin., coaches, teachers
		b. Training agendas, sign-in sheets	
2. Protect and provide additional common design time for grade level collaboration, design, and analysis.	General School Budget	a. August to June	Admin., coaches, teachers
		b. Calendar, grade level minutes	
3. Create and design professional learning using in house staff.	General School Budget	a. July to June	Admin., coaches, teachers
		b. Calendar, training agendas, sign-in sheets	
4. Ongoing embedded coaching support for teachers in ELA and math.	General School Budget	a. July to June	Admin., coaches
		b. Coaching notebooks, coaching schedule	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Leaders will participate in a series of RESA led training on students of poverty.	Addressed in action step 1. Leaders will participate in a series of RESA led training on students of poverty.
English Learners	Migrant
Addressed in action step 1.	Addressed in action step 1.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in action step 1.	Addressed in action step 1.

## FAMILY and COMMUNITY ENGAGEMENT

<b>GOAL</b>	By the end of the 2018-19 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase.
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<b>Structure(s)</b>	FCE 1, FCE 2, FCE 3, FCE 4, FCE 5, FCE 6
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide home/school partnership opportunities throughout the year.	General School Budget	a. August to May annually	Admin., design team, teachers
		b. Calendar, invitations/announcements, sign-in sheets	
2. Provide bilingual communication to the stakeholders through staff and other platforms.	General School Budget	a. Ongoing	Admin., teachers, paras
		b. Documents	
3. Use technology to increase platforms used to communicate with stakeholders.	General School Budget	a. Ongoing	Admin., teachers
		b. Social media sites	
4. Include stakeholders and community members on school leadership teams.	N/A	a. Ongoing	Admin., team leaders
		b. Agendas, team member rosters, sign-in sheets	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps above.	The foster and homeless liaison will partner with school leaders and family engagement coordinators for parent support and communication.
English Learners	Migrant
District provides literacy classes for parents to build capacity for parent involvement in academic achievement of students.	Addressed in Action Steps above.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	ESS Family Engagement Coordinator will work closely with alternate curriculum classes to help parents understand the curriculum and identify student strengths.

## SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL</b>	By the end of the 2018-19 school year, Westwood School will meet the performance targets in Reading Lexile, ELA, Math, Science, and Social Studies on the Georgia Milestone EOG Assessment, which reflect a 6% increase.
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<b>Structure(s)</b>	SLE 1, SLE 2, SLE 3
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Regularly scheduled meetings to monitor academically at-risk students.	General School Budget	a. August to May	Admin., RTI team, coaches
		b. RTI meeting data, progress monitoring boards and data	
2. Support groups for students to monitor and improve students with attendance issues.	General School Budget	a. August to May	Counselor and social worker
		b. Calendar, lunch groups	
3. Identify and implement effective and consistent instructional intervention strategies.	General School Budget	a. August to May	Admin., RTI team, coaches
		b. Intervention programs data, LC data, math data, MAP data	
4. Identify ways of embedding academic support within the school day.	General School Budget	a. August to May	Admin., coaches
		b. School Schedules, staff	
5. Provide resources to increase student technology capacity.	General School Budget/PTO	a. August to May	Admin., teachers
		b. Keyboarding without Tears, Illuminate, Near Pod, Canvas, MAP	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps above.	Addressed in Action Steps above.
English Learners	Migrant
Addressed in Action Steps above.	Addressed in Action Steps above.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	Addressed in Action Steps above.

**2.3 OVERARCHING NEED #2**

Overarching Need	
Teachers need professional learning around data analysis to guide instruction.	
Root Cause #1	Lack of district benchmark assessments.
Root Cause #2	Lack of consistent use of grade level common assessments.
Root Cause #3	Lack of intentional time to analyze/reflect/design.
Root Cause #4	Inconsistent data collection.
Root Cause #5	
<b>GOAL</b>	<b>During the 2018-19 school year, Westwood will administer the MAP Assessment three times for students in grades K-5 to monitor student achievement and guide instruction.</b>

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** During the 2018-19 school year, Westwood will administer the MAP Assessment three times for students in grades K-5 to monitor student achievement and guide instruction.

**Structure(s)** CIS-1, CIS-2, CIS-3, CIS-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. In 2018 - 2019, Westwood will administer the MAP Assessment for ELA and Math.	General Budget	a. August, November, and March	District/School Admin., teachers
		b. Finished assessments and results	
2. Use assessment results for progress monitoring of student mastery of standards.	N/A	a. August to May	
		b. Assessment results, progress monitoring records	
3. In 2018-19, the school will develop and consistently use grade level common assessments.	General School Budget	a. August to May	Admin., RTI team, coaches
		b. Finished assessment and results	
4. The school will provide extended design time for teachers to analyze, reflect, and design work for students.	General School Budget	a. August to May	District/School Admin., teachers
		b. Grade level notes and work designed, Weekly meeting notes	
5. Professional learning and coaching will be focused on DOK and consistent data collection and analysis.	General School Budget	a. August to May	Admin., coaches
		b. Coaching notebooks, coaching schedule, agendas, Mtg notes	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Assessment results will assist teachers in progress monitoring and identifying ED students for tutoring and other instructional interventions.	Assessment results will assist teachers in progress monitoring and identifying foster and homeless students for tutoring and other instructional interventions.
English Learners	Migrant
Assessment results will assist teachers in progress monitoring and identifying EL students for tutoring and other instructional interventions.	Assessment results will assist teachers in progress monitoring and identifying migrant students for tutoring and other instructional interventions.
Race/Ethnicity/Minority	Students with Disabilities
Assessment results will assist teachers in progress monitoring and identifying subgroup students for tutoring and other instructional interventions.	SSIP plan includes scheduled progress monitoring and analysis with identification of action steps and target students.

**EFFECTIVE LEADERSHIP**

**GOAL** During the 2018-19 school year, Westwood will administer the MAP Assessment three times for students in grades K-5 to monitor student achievement and guide instruction.

**Structure(s)** EL-1, EL-2, EL-3, EL-4, EL-5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. School leaders will allocate the use of time, materials, and fiscal resources for progress monitoring of achievement.	General Budget, Title I	a. June to July annually	Admin., RTI team, coaches
		b. Progress monitoring schedules, budgets, PO's, calendars	
2. School leaders will analyze data to identify gaps and help guide instruction.	N/A	a. June to July	Admin., coaches, CAT, DT, RTI
		b. Data analysis docs, meeting agendas, meeting minutes	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
School leaders will consider the unique needs of ED students when identifying gaps and considering possible barriers to student achievement.	School leaders will consider the unique needs of foster/homeless students when identifying gaps and considering possible barriers to student achievement.
English Learners	Migrant
Same as Economically Disadvantaged.	School leaders will consider the unique needs of migrant students when identifying gaps and considering possible barriers to student achievement.
Race/Ethnicity/Minority	Students with Disabilities
School leaders will develop methods to disaggregate data to ensure that subgroup performance is monitored and analyzed.	Same as Economically Disadvantaged.

**PROFESSIONAL CAPACITY**

**GOAL** During the 2018-19 school year, Westwood will administer the MAP Assessment three times for students in grades K-5 to monitor student achievement and guide instruction.

**Structure(s)** PC-2, PC-4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Protect and create more design time for grade level content collaboration and team development.	General School Budget	a. August to May	Admin., coaches, teachers
		b. Grade level notes, work designed, calendar, Weekly Meeting	
2. Professional learning for leaders and teachers in the effective use of electronic platforms	General Budget	a. June to May	District, Admin., coaches
		b. Training schedules, agendas, and sign in sheets	
3. PL for leaders and teachers in the analysis of assessment data and the use of electronic data warehouses.	General Budget	a. June to May	District, Admin., coaches
		b. Training schedules, agendas, and sign in sheets	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps above.	Foster/Homeless liaison will receive training in the analysis of assessment data and the use of the electronic data warehouse.
English Learners	Migrant
Same as Economically Disadvantaged.	Addressed in Action Steps above.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	SSIP capacity building grant funds district coach to lead in creating a process of progress monitoring and effective implementation.

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** During the 2018-19 school year, Westwood will administer the MAP Assessment three times for students in grades K-5 to monitor student achievement and guide instruction.

**Structure(s)** FCE 3, FCE 4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide home/school partnership opportunities throughout the year including activities/resources to support students.	General School Budget	a. August to May b. Calendar, invitations/announcements, sign-in sheets	Admin., design team, teachers
2. Provide bilingual communication to the stakeholders through staff and other platforms.	General School Budget	a. ongoing b. Documents, calendars, schedules	Admin., teachers, paras
3. Include stakeholders and community members on school leadership teams.	N/A	a. Ongoing b. Agendas, team member rosters, sign-in sheets	Admin., team leaders
4. Benchmark assessment results will be used to inform grade reporting to parents.	N/A	a. August to May b. Report cards, MAP Data	Admin., teachers
5.		a. b.	
6.		a. b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps above.	The foster and homeless liaison will partner with school leaders and staff members for parent support and communication.
English Learners	Migrant
Parent communications will be available in Spanish and other languages as needed and feasible. Several staff members are bilingual.	Addressed in Action Steps above.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	Alternate curriculum benchmarks utilized to monitor student progress, inform IEP goals, and help parents understand the needs of their children.

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL</b>	<b>During the 2018-19 school year, Westwood will administer the MAP Assessment three times for students in grades K-5 to monitor student achievement and guide instruction.</b>
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<b>Structure(s)</b>	SLE 1, SLE 2, SLE 3
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Regularly scheduled meetings to monitor academically at risk students.	General School Budget	a. August to May	Admin., RTI team, coaches
		b. RTI meeting data, progress monitoring boards and data	
2. Identify and implement effective and consistent instructional intervention strategies.	General School Budget	a. August to May	Admin., RTI team, coaches
		b. Intervention programs data, LC data, Math data, RTI	
3. Identify ways of embedding academic support within the school day.	General School Budget	a. August to May	Admin., coaches
		b. School Schedules, Staff, Community Tutors	
4. Provide resources to increase student technology capacity.	General School Budget, PTO	a. August to May	Admin., coaches
		b. Keyboarding without Tears, Illuminate, Near Pod, Canvas	
5.		a.	
		b.	
6.		a.	
		b.	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps above.	Addressed in Action Steps above.
English Learners	Migrant
Addressed in Action Steps above.	Addressed in Action Steps above.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above.	ESS learning specialists will participate in the creation of the district benchmark and interim assessments.

## 4. REQUIRED QUESTIONS

**4.a** - 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)]

The CNA and SIP were developed using the evidence and assessment team and the school council which includes teachers, paraprofessionals, support personnel, parents and community partners. The plan was shared with Professional Growth Teams at Westwood where teachers gave feedback that was incorporated in revisions of the plan. The plan was also posted on the school website for parents, staff, community members, and other stakeholders to review and submit feedback. The staff received an email with a link to the plan and feedback form. Before the final submission, all feedback was incorporated into the revision of the plan.

**4.b** - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

[Sec. 1111(g)(1)(B)]

Currently, all of the teaching staff are considered highly qualified. There is little turnover in staff from year to year. The induction and mentoring of new staff members is a priority which provides new staff members a strong support system that helps them through the first year and beyond. All new teachers visit the Ron Clark Academy. New teachers meet several times throughout the year, both at the school and district level for New Teacher Induction. The district provides Year 1 and Year 2 Literacy training for new teachers. Westwood has a strong culture and climate which helps new hires acclimate quickly and gives them the support they need to be successful.

**4.c** - Provide a general description of the Title I instructional program being implemented at this Title I 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. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).  
[Sec. 1114(b)(7)(ii)]

Westwood School serves a diverse student body with varying student needs. The Westwood staff works together to design quality experiences and learning opportunities for students in grades Pre-K-5. Westwood uses the Georgia Standards of Excellence as a basis for instruction. The programs that are in place within the school show evidence of Westwood's focus on addressing differentiated instruction for different learning needs. These programs include Early Intervention Program (EIP) instruction, gifted (Challenge) instruction, English Language Learners (ELL) instruction, special education instruction (ESS), Reading Recovery (RR) instruction and migrant education. Westwood uses the Literacy Collaborative framework for English Language Arts. Westwood has a primary and intermediate Literacy coach. Ongoing professional learning is provided in LC for these specialized teachers so that the integrity of the framework is maintained and new ways of thinking about literacy instruction are consistently sought after and explored. New teachers receive a 40 hour training course during their first year of implementation. The math framework is modeled around the New Zealand math model (NZ Math) and Number Talks with Sherry Parrish. Westwood has a math lead that is supported by two district math coaches. Math professional learning is provided throughout the year. Westwood has a STEAM lab which uses STEAM instructional activities to boost core content instruction. Art, Music, Physical Education, and Guidance using Character Education are also offered to all students. The programs listed are integrated into the regular curricular offerings. All student progress is reviewed through progress monitoring. Students who are most academically at-risk receive interventions through the RTI program.

**4.d** - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.  
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

N/A

**4.e** - If applicable, 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 programs to local elementary school programs.

[Sec. 1114(b)(7)(V)]

Westwood's Pre-K visits the kindergarten wing and classrooms in the spring. Pre-K classes are housed in the school building and are familiar with school routines. Westwood also has other Pre-K classes that tour the kindergarten and the building to prepare students who are going to be coming to Westwood in the fall. The tour is given when requested by other sites. Annually, Westwood has the Kid's Peek and Pre-K Peek. The Kid's Peek is for rising Pre-K and Kindergarten students to come and visit for an hour after school, go to all of the important areas in the school, eat a snack in the cafeteria, and meet the kindergarten teachers. This provides much needed comfort and knowledge to both children and parents as they prepare for their first year of school.

**4.f -** If applicable, 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)]

N/A

**4.g** - 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)]

Westwood uses school-wide behavior expectations-The Wildcat Ways. The staff completed a book study using *The First Days of School* to establish procedures and expectations. Teachers take time to establish these procedures and routines especially at the beginning of the year. Overwhelmingly, teachers, parents, and students all indicated they feel our schools are safe and supportive. When discipline issues arise parent conferences are held and plans are made to best support student needs. The school has numerous frameworks in place to support students and their varying needs. The counselor and social worker have numerous small groups that meet regularly to address some of these needs. Some behavior issues are addressed using interventions through RTI. Tutors and buddies from First Baptist also work with students who are struggling academically and socially.

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).