



Barrow County School System

Boldly Committed to Student Success

Winder-Barrow High School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Dr. Al Darby
NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

	Type name below for plan approval	Approval Date
Principal	Dr. Al Darby	8/13/2019
School Governance Team Chairperson	Laura Peeler	9/25/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
School Improvement Coordinator	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/25/2019



Goal 1: Increase student achievement/academic growth in Algebra 1 and Geometry as evidenced by a 5% increase in the number of students scoring in the Proficient levels and above on the Georgia Milestones Assessments (GMAs), and a corresponding 15% decrease in the number of students scoring in the Beginning level.

2018-19 Algebra I

2018-19 Geometry

- **Beginning: 40.67%**
- **Needs Development: 42.33%**
- **Proficient: 15.71%**
- **Distinguished: 1.29%**

- **Beginning: 24.9%**
- **Needs Development: 8%**
- **Proficient: 32%**
- **Distinguished: 9.46%**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Common planning time for the entire Math Department, allowing for expanded collaboration, data analysis, and vertical planning opportunities	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra 1 PLC; Math Dept. Chair	Daily from August 2019-May 2020	WBHS Admin serves as a facilitator for weekly Algebra 1 PLC meetings Weekly PLC discussion/data analysis	Administrative feedback from meetings; PLC meeting minutes/agendas Increased Algebra 1 GMA Scores Increased course pass rates	BCSS Guiding Questions and Curriculum Framework
Implementation of the Mathematics Vision Project curriculum in Algebra I and Geometry courses	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra 1 PLC; Math Dept. Chair	Daily from August 2019-May 2020	MVP training conducted by Deigh Martin during PrePlanning will be attended by WBHS admin. Weekly PLC discussions/notes/data analysis	Increased Algebra 1 GMA Scores Increased course pass rates	Mathematics Vision Project curriculum
SLDS Achievement Folders/Sheets required for all Algebra I and Geometry teachers. These will be printed off and analyzed during pre-planning in order for teachers to know where their students are in terms of achievement prior to the first day of school.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra 1 PLC; Math Dept. Chair	July 2019; January 2020	WBHS Admin discusses findings with each Algebra 1 teacher prior to the first day of school.	Continuous discussion with admin on student growth, achievement, and data analysis	SLDS
Utilize the Checking for Understandings (CFUs) in Algebra I and Geometry in order to provide a common form of student assessment.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra 1 PLC; Math Dept. Chair	PrePlanning - Math Dept. Chair provided clear expectations for CFU usage PrePlanning and weekly - CFU writing for Algebra I	CFU Formative Data Examination during PLC Meetings Weekly PLC Meetings and Minutes Turned Into Department Administrator; Administrator attends meetings/provides feedback	Algebra 1 GMA Scores Course pass rates	BCSS Instructional Frameworks Outside of class tutoring/teacher availability



			Monthly - CFU and summative data analysis	Student Grades as Demonstrated in IC Test Question Item Analysis for each Summative Assessment		
Creation of a consistent Math pacing guides that is adhered to with fidelity.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra 1 PLC; Math Dept. Chair	July 2019; January 2020	WBHS Admin reviews pacing guide with Math Department Chair and the Algebra 1 PLC to discuss timeline rationales, edits, etc. Discussion of adherence to pacing guide at each Algebra 1 PLC	Algebra 1 GMA Scores Course pass rates	N/A
Math "Boot Camp" starting 1-2 weeks prior to the GMA administrations that target "bubble students"	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra 1 PLC; Math Dept. Chair	November 2019; April 2020	WBHS Admin reviews the content and structure of the boot camp prior to its beginning.	Algebra 1 GMA Scores Course pass rates	N/A
Additional supports for accelerated or academically struggling (Tiers 2-4) students -Use of remediation time each day (1st and 3rd blocks Thursdays; 2nd and 4th blocks on Fridays) -Referral for RTI/MTSS for identified struggling students (SLDS analysis prior to 1st day of school will be an important aspect) -Use of IC to ascertain students already referred to RTI for Math Computation, etc. -Weekly intensive intervention time for Tier 3 students -Use of Khan Academy and other online supports for acceleration/reteaching -Scaffolding targeted to specific student weaknesses (as identified by CFUs and past performance - SLDS) -Consistent use of CFUs for formatively assessing student progress and content mastery						
Professional Capacity building to support the above goal and action steps Implementation of common planning for the entire Math Department Use of common planning time to further develop CFUs Teachers having the opportunity to earn Gifted/ESOL endorsement through a RESA cohort Using instructional rounds to identify areas of need and possible PL PL on writing lesson plans aligned with the BCSS Curriculum Framework for Math PL on Rigor and Relevance in the classroom PL with Algebra 1 team regarding PLC expectations and meeting norms/role of co-teacher						
Family and Community Engagement Each teacher will be expected to contact parents/guardians if a student is failing a course. Parent/guardian contacts will be made for every student by September 13, 2019 and January 31, 2020 Teachers are required to have an updated Web site and/or Google Classroom with all relevant assignments, etc.						
Leadership Capacity School leaders will need to be able to provide appropriate PL based on the needs of the Math Department/findings of the instructional rounds teams. In addition, an administrative presence will be needed during the Algebra 1 PLC meetings and to discuss SLDS findings prior to the 1st day of school. School leaders provide discipline analysis and proactive discipline ideas through the monthly PBIS report						



Goal 2: Increase by 10% the number of 9th and 11th grade students reaching a minimum “College and Career Ready” Lexile level of 1150 (9th Grade) and 1275 (American Literature), as determined by reports from the 9th Grade Literature and American Literature Georgia Milestones Assessments.

2018-19 9th Grade Lexile: 80.93% at grade level

2018-19 Am. Lit.: 74.36% at grade level

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Common planning time throughout the ELA Department, which will allow for expanded collaboration time, data analysis, and vertical planning opportunities	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC Leaders in the ELA Dept.; ELA Dept. Chair	Daily from August 2019-May 2020	WBHS Administrator as a facilitator/observer during ELA Department meetings Weekly PLC meeting minutes/data analysis/vertical integration discussions	Increased 9th and American Literature GMA scores Course pass rates Administrative feedback from PLC/department meetings	BCSS Guiding Questions and Curriculum Frameworks
SLDS Achievement Folders/Sheets required for all ELA teachers. These will be printed off and analyzed during pre-planning in order for teachers to know where their students are in terms Lexile level.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	ELA teachers; ELA Dept. Chair	July 2019 and January 2020	WBHS Admin discusses findings with each ELA teachers prior to the first day of school.	Continuous discussion with admin and PLC members on student growth, achievement, and data analysis	SLDS
Implementation of a school-wide literacy initiative focused on “Literacy Circles,” annotating across the curriculum, and inclusion of literacy components in each daily lesson plan.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC Leaders; Department Heads; WBHS Admin	-July 2019: ELA Dept conducts professional learning breakout session on implementing literacy circles and annotations in the classroom August 2019 - PL on “Effective Lesson Planning Using the BCSS Frameworks” will include a segment on what constitutes effective planning for literacy August 2019-May 2020 -Literacy Circles on Mondays and Tuesdays during remediation times (focus on content enrichment via reading/writing) -Daily for lesson planning	TKES Walkthroughs/Formative Assessments Daily Lesson Plans Feedback from departments/discussions with admin during common planning times Student writing samples Sign-in sheets from PL sessions	TKES evaluations Lexile scores from 9th and American Lit GMAs	School-wide literacy and annotation expectation document(s) prepared by ELA Dept. and WBHS Admin. ELA-created school-wide writing rubric



Administration conducts a minimum of 25 classroom visits per week, focusing on literacy incorporation/strategies.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	WBHS Admin	Monthly from August 2019-May 2020	WBHS Admin compiles observation notes and email results to Leadership Team members. Monthly Leadership meetings will include time on the agenda for discussion of results. Department heads share information with their respective departments.	<p>Increased rates of literacy incorporation in the classroom</p> <p>More students engaged in reading and writing activities related to their coursework.</p> <p>Increased course pass rates</p> <p>Increased GMA scores</p> <p>TKES evaluations</p>	N/A
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students SLDS and IC used to identify students who need referral to RTI/MTSS OR who are already identified as being on RTI/MTSS for Reading Comprehension Weekly intensive intervention opportunities for Tier 3 students in Reading Comprehension Literacy Circles concept allows for tiered assignments based on Lexile levels (could use NewsELA as one option)</p>						
<p>Professional Capacity building to support the above goal and action steps Implementation of common planning time for ELA (and the other 3 core departments) Course-specific PL that can be targeted to departments during their respective planning times PL on Rigor and Relevance in the classroom PL on Effective Lesson Planning that devotes a portion to literacy incorporation</p>						
<p>Family and Community Engagement Letter from WBHS to parents/guardians concerning the school literacy focus for 2019-2020 Teacher Web sites/Google Classrooms include their current Literacy Circles activities</p>						
<p>Leadership Capacity School leaders will provide timely feedback via TKES and other classroom visits concerning literacy incorporation in lesson plans and actual practice. PL on Literacy Circles and annotations will need to be tailored to specific departments and content areas</p>						



Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

- Freshmen Orientation held prior to the beginning of the school year
- Freshmen-only counselor to help with transition to high school
- Rising 9th Grade Nights for RMS and BCMS held at WBHS
- Registration team from WBHS goes to both middle schools to help students register for electives and alternates
- Emphasis on completing a CTAE pathway
- ACT/SAT test information from Career Resource Center and Counseling
- Encouraging participation in Dual Enrollment and AP courses
- Enrollment in Work-Based Learning
- ASVAB testing
- College Planning Night with Counseling Department
- College Signing Day
- Apply to College Week
- Working with athletes in regards to the NCAA Clearinghouse
- Job Shadowing
- Partnership with SIMS Academy
- FAFSA help from counselors
- College/Probe Fair

