

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

NAME OF SCHOOL/PRINCIPAL:

Evoline C. West Elementary/ Jennifer Burton
7040 Rivertown Road
Fairburn, Georgia 30213

NAME OF DISTRICT/SUPERINTENDENT:

Fulton County Schools
Dr. Jeff Rose, Superintendent
6201 Powers Ferry Road NW
Atlanta, Georgia 30339

- 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

B. Advancing Leadership | Transforming Schools

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

SIGNATURES:

Superintendent _____ Date _____





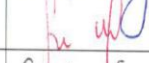

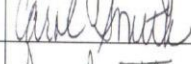
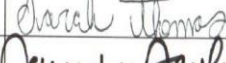
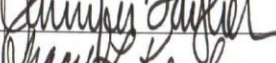
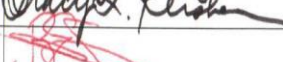

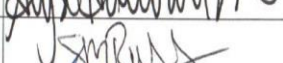


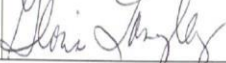
Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

Planning Committee Members (SW- 8, 16; TA- 7)

Name	Position/Role	Signature
Jennifer Burton	Principal	
Jill Meeker	Assistant Principal	
Aja Brandon	Curriculum Support Teacher	
Audrey Broomfield	Curriculum Support Teacher/ RTI	
Sierra Neal	Title 1 Teacher	
Carley Craft	Title 1 Teacher	
Carol Smith	Kindergarten Teacher	
Sarah Thomas	First Grade Teacher	
Jennifer Taylor	Second Grade Teacher	
Tracy Kershaw	Third Grade Teacher	
Braelinn Gray	Fourth Grade Teacher	
Alyse Haliburton	IRR- Teacher	
Sharon Russ	Parent	
Chad Regans	Parent	
Gloria Langley	Title 1 Parent Liaison/ Instructional Paraprofessional	

cation

Title I only (SWP 10, 15, 19; TA 3, 6)

The Letter of Intent for Title I Schoolwide was submitted on ____ The school's Title I plan was developed during a one-year period. The school's Title I plan was developed with collaborative input from school stakeholders; and multiple forms of communication were used to invite stakeholders to provide input and feedback.

Please indicate the programs that are consolidated in this plan: Striving Reader Grant (\$15,000.00) to increase student skills related to literacy; Technology Seed fund (\$80,000.00) to increase student knowledge and experiences with technology.

School Designated as a Priority School __No__

School Designated as a Focus School ____No__

C. Needs Assessment/ Data Review Results (Include Charts/Graphs)

(SWP 1, 11, 12, 13, 14, 17, 18; TA-1, 8)

Insert most recent CCRPI Report

2015 College and Career Ready Performance Index (CCRPI)											
District:	Fulton County - 660					Title I School:	Yes				
School:	E. C. West Elementary School - 4069					Grades:	PK, KK, 01, 02, 03, 04, 05				
Choose a Report Type:											
<input type="radio"/> School			<input checked="" type="radio"/> Elementary School								
CCRPI Score	Achievement	Progress	Achievement Gap	ED/EL/SWD Performance	Exceeding the Bar	Performance Flags	Financial Efficiency	School Climate			
Achievement											
Elementary School Indicators							Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)				100	48.841	NA	10	4.884	
	2	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)				100	60.290	NA	10	6.029	
	3	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate >= 95%)				100	53.768	NA	10	5.377	
	4	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate >= 95%)				100	53.913	NA	10	5.391	
								Total Points	40	21.681	
								Category Performance %	.542		
								Category Weight	40%		
								Weighted Performance	.2168		
Elementary School Indicators							Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST ELEMENTARY SCHOOL READINESS	5	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs				91.3	72.000	78.861	10	7.886	
	6	Percent of Students With Disabilities served in general education environments greater than 80% of the school day				65	54.386	83.671	10	8.367	
	7	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG				100	36.207		10	3.621	
	8	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG				100	50.427		10	5.043	
	9	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters				100	99.521		10	9.952	
	10	Percent of students missing fewer than 6 days of school				68.3	54.820	80.264	10	8.026	
								Total Points	60	42.895	
								Category Performance %	.715		
								Category Weight	30%		
								Weighted Performance	.2145		

Insert last year's CCRPI Report

2014 College and Career Ready Performance Index (CCRPI)

District: Title I School: Yes

School: Grades: PK, KK, 01, 02, 03, 04, 05

Choose a Report Type: School Elementary School

- CCRPI Score
- Achievement
- Progress
- Achievement Gap
- ED/EL/SWD Performance
- Exceeding the Bar
- Performance Flags
- Financial Efficiency
- School Climate

Achievement

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds in ELA (required participation rate >= 95%)	100	86.5	NA	10	8.7
	2	Percent of students scoring at Meets or Exceeds in reading (required participation rate >= 95%)	100	94.8	NA	10	9.5
	3	Percent of students scoring at Meets or Exceeds in mathematics (required participation rate >= 95%)	100	80.6	NA	10	8.1
	4	Percent of students scoring at Meets or Exceeds in science (required participation rate >= 95%)	100	73.7	NA	10	7.4
	5	Percent of students scoring at Meets or Exceeds in social studies (required participation rate >= 95%)	100	79.7	NA	10	8
Total Points						50	41.7
Category Performance %						.834	
Category Weight						40%	
Weighted Performance						.3336	

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST ELEMENTARY SCHOOL READINESS	6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	90.6	77.1	85.1	10	8.5
	7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	65	46.4	71.4	10	7.1
	8	Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate >= 95%)	100	93.5		10	9.4
	9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	100	50.4		10	5
	10	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850	100	58.9		10	5.9
	11	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	100	96.0		10	9.6
	12	Student Attendance Rate (%)	99.4	96.00	96.6	10	9.7
Total Points						70	55.2
Category Performance %						.78857	
Category Weight						30%	
Weighted Performance						.236571	

Division of School and District Effectiveness | School Improvement PLAN

Insert most recent ELA STAR Report (provide for all grades or be grade specific, based on your school's needs and how Title I funds will be used)

Grade Level	No Of Students	Total Tested	% Tested	At/Above Benchmark (At/Above 50 PR)		On Watch (Below 50 PR)		Intervention (Below 40 PR)		Urgent Intervention (Below 20 PR)	
				Total	%	Total	%	Total	%	Total	%
Kdg Early Literacy	116	110	94.8%	76	69.1%	10	9.1%	15	13.6%	9	8.2%
Gr 1 Star Reading	140	140	100%	104	74.3%	7	5.0%	11	7.9%	18	12.9%
Gr 2 Star Reading	133	131	98.5%	57	43.5%	12	9.2%	23	17.6%	39	29.8%
Gr 3 Star Reading	138	137	99.3%	72	52.6%	14	10.2%	22	16.1%	29	21.2%
Gr 4 Star Reading	129	129	100%	58	45.0%	13	10.1%	26	20.2%	32	24.8%
Gr 5 Star Reading	115	114	99.1%	42	36.8%	14	12.3%	26	22.8%	32	28.1%

Insert most recent Math STAR Report (or other math academic achievement report data)

Grade Level	No Of Students	Total Tested	% Tested	At/Above Benchmark (At/Above 50 PR)		On Watch (Below 50 PR)		Intervention (Below 40 PR)		Urgent Intervention (Below 20 PR)	
				Total	%	Total	%	Total	%	Total	%
Kdg Star Math	103	0	0%	0	0%	0	0%	0	0%	0	0%
Gr 1 Star Math	140	140	100%	107	76.4%	14	10%	13	9.3%	6	4.3%
Gr 2 Star Math	133	132	99.2%	71	53.8%	15	11.4%	17	12.9%	29	22.0%

Division of School and District Effectiveness | School Improvement PLAN

Gr 3 Star Math	138	137	99.3%	77	56.2%	14	10.2%	25	18.2%	21	15.3%
Gr 4 Star Math	129	129	99.2%	63	49.2%	11	8.6%	26	20.3%	28	21.9%
Gr 5 Star Math	115	113	98.3%	64	56.6%	8	7.1%	16	14.2%	25	22.1%

Insert most recent Science achievement data

Subject: **Science Milestones Data 2016**

Grades	Total Students	% Level 1	% Levels 2, 3, & 4	% Levels 3 & 4
Grade 3	138	26%	74%	33%
Grade 4	129	29%	72%	22%
Grade 5	117	43%	57%	29%

Insert most recent Social Studies achievement data

Subject: **Social Studies Milestones Data 2016**

Grades	Total Students	% Level 1	% Levels 2, 3, & 4	% Levels 3 & 4
Grade 3	137	28%	72%	29%
Grade 4	128	24%	76%	22%
Grade 5	117	38%	62%	22%

Insert climate data/ attendance reports/ discipline reports

School Climate Components		Score
Survey	Student Response (Georgia Student Health Survey 2.0)	69.200
	Teacher/Staff/Administrator Response (Georgia School Personnel Survey)	71.060
	Parent Response (Georgia Parent Survey)	85.488
	Survey Score	75.249
Student Discipline	Weighted Suspension Rate	92.369
	Student Discipline Score	92.369
Safe and Substance-Free Learning Environment	Student Drug Related Incidents (Data)	100.000
	Violent Incidents (Data)	66.207
	Bullying and Harassment Incidents (Data)	81.379
	Student Drug Related Incidents (Survey)	NA
	Violent incidents (Survey)	NA
	Bullying and Harassment Incidents (Survey)	NA
	Safe and Substance-Free Learning Environment Score	82.529
School Wide Attendance	Student Attendance	54.820
	Average Daily Personnel Attendance	94.689
	Average Daily Administrator Attendance	95.012
	Average Daily Staff Attendance	96.526
	School Wide Attendance Score	85.262
Initial Score	Initial Score (Average of 4 components)	83.852
Additional Considerations	Personalized Climate Research/Evidence-based Program or Practice that supports the 4 components of School Climate = 5 points added	NA
	Unsafe School Choice Option USCO Distinction for 2 consecutive years = 1 Star removed USCO Distinction for 3 consecutive years = 2 Stars removed	NA
Final Score and Rating	Final Score	83.9
	Final Star Rating	★★

Comprehensive Needs Assessment (SW 1; TA-1)

Data Review Summary

“Root Cause Analysis”

	Strengths	Weaknesses	Needs (Highlight 3 Prioritized Needs)	Prioritized Needs
Achievement Data	<ul style="list-style-type: none"> • STAR Early Literacy: 69.1% of Kdg Students scored At/Above Benchmark • DIBELS: 85% of Kdg Students scored at/above benchmark • STAR Math: 56.6% of 5th grade students scored At/Above Benchmark • EOG: There was an increase of 9% (24% to 33%) of 3rd grade students scored Proficient and Distinguished learners in Science • EOG: There was an increase of 16% (13% to 29%) of 3rd grade students scored Proficient and Distinguished learners in Social Studies 	<ul style="list-style-type: none"> • STAR Reading: 47.4% of 2nd grade students scored in the Urgent Intervention and Intervention • EOG: 30% of 3rd grade students scored Proficient or Distinguished in Reading/Language Arts • EOG: 24% of 4th grade students scored Proficient or Distinguished in Reading/Language Arts • EOG: 4th grade students decreased by 29% of passing students in Reading/ELA • EOG: 34% of 5th grade students scored Proficient or Distinguished in Reading/Language Arts • DIBELS: 38% of 3rd grade students did not score at/above benchmark 	<ul style="list-style-type: none"> • Reading challenges in all grades particularly in the areas of Writing and Language • Reading challenges in 3rd, 4th and 5th grade particularly in the areas of Reading and Vocabulary and Writing and Language • Phonics challenges in 1st and 2nd grade particularly in Phonics. • Math challenges in all grades particularly in the areas of Reasoning. <p><u>Root Cause are:</u></p> <ol style="list-style-type: none"> 1) Additional teacher Professional Development (PD) needed in Georgia Standards of Excellence in all subjects 2) Additional teacher PD on Balanced literacy 3) Additional teacher PD needed 	<p>Prioritized Need 1-</p> <p>Improve the achievement gap for all K-5 students in ELA (Writing)</p>

		<ul style="list-style-type: none"> • DIBELS:36% of grade 1 students did not score at/above benchmark • DIBELS:38% of 2nd grade Students did not score at/above benchmark • STAR Reading: 50.9% of 5th Grade students scored in the Urgent Intervention and Intervention • EOG: 67% of 3rd grade students scored Remediate in Writing • EOG: 75% of 4th grade students scored Remediate in Writing • EOG: 62% of 5th grade students scored Remediate in Writing • STAR Reading: 21.8% of K students scored in Intervention and Urgent intervention • EOG: There was a decrease of -24% (46% to 22%) of 4th grade students scored Proficient or Distinguished in Math from 2015 to 2016 • EOG: 23% of 5th grade students scored Proficient or 	<p>in Differentiated Instruction and Flexible Grouping in Math and Reading</p> <ol style="list-style-type: none"> 4) Additional teacher PD needed on analyzing student data 5) Additional teacher PD needed on using the 6 traits of writing 6) Additional staff development needed on building parent capacity and teaching strategies that will enable parents to assist in the enhanced educational development of his/her child 7) Lack of adequate Reading/ELA systematic strategies in phonics and convections of reading 	
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		Distinguished		
Perception Data	<ul style="list-style-type: none"> Parent Survey: 70% of parents indicated that the close reading workshop assisted with helping to improve their child's reading comprehension 	<ul style="list-style-type: none"> Parent Survey: 85% of parents indicated that the need exist for providing more reading workshops in the areas of comprehension, phonics and writing Parent Survey: 74% of parents indicated that the need exist for integrating technology into lessons to actively engage students 		<p>Prioritized Need 2-</p> <p>Close the achievement gap for all K-5 students in Reading</p>
Observation Data	<ul style="list-style-type: none"> TKES: 17% of teachers received an overall rating of Exemplary TKES: 80% of teachers scored an overall rating of Proficient 	<ul style="list-style-type: none"> TKES: 3% of teachers are ranked Needs Development overall TKES: 10% of teachers ranked Needs Development or Ineffective in Academically Challenging Environment 		<p>Prioritized Need 3-</p> <p>Close the achievement gap for all K-5 students in Math</p>

Needs Assessment/ Data Review Results

(SWP 1, 11, 12, 13, 14, 17, 18; TA-1, 8)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Close the achievement gap for all K-5 students in ELA	CCRPI Report 2014 and 2015 Georgia Milestones 2015/2016 STAR Reading Parent Surveys TKES Data	Principal/Leadership team Teachers Parent Liaison Parents Writing Consultant	Georgia Department of Education – CCRPI Reports School websites Report Cards Progress Reports Teacher/Parent Conferences
Close the achievement gap for all K-5 students in Reading	CCRPI Report 2014 and 2015 Georgia Milestones 2015/2016 STAR Reading DIBELS Parent Surveys TKES Data	Principal/Leadership team Teachers Parent Liaison Parents	Title 1 meetings Curriculum nights LEA presentation for the Consolidated LEA Implementation Plan (CLIP) Newsletters and mail
Close the achievement gap for all K-5 students in Math	CCRPI Report 2014 and 2015 Georgia Milestones 2015/2016 STAR Math Parent Surveys TKES Data	Principal/Leadership team Teachers Parent Liaison Parents	

D. SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) Increase the percent of students scoring at Proficient Learner or Above on the Georgia Milestones ELA EOG from 29% to 40% for the 2016-2017 school year.

(SW 2, 7, 9, 10; TA 1, 3, 6, 7, 8)

Georgia School Performance Standard	Student group (All or subgroup) (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		

Georgia School Performance Standard	Student group (All or subgroup) (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		
<p>Instruction Standard #4: Uses research based instructional practices that positively impacts student’s learning</p> <p>Instruction Standard #5: Differentiates instruction to meet specific learning needs of students</p> <p>Assessment Standard #1: Aligns assessments with the required curriculum standards</p>	<p>All students demonstrate proficiency on 2016-2017 GA Milestones by achieving Proficient Learner or Above</p>	<ul style="list-style-type: none"> Acquire 3 K-5 teachers for class size reduction for instruction in core content areas Acquire technology software and additional resources to supplement instruction in the core content learning environment for struggling learners (Imagine Learning) Acquire technology software to asses and supplement instruction for struggling learners (ReadyTest A-Z) Purchase technology supplies to support students (toner, ink cartridges, batteries) Acquire part time parent liaison to support parents in supporting their children in core content areas Acquire 1.5 instructional paraprofessional for additional support for struggling students in core content areas 	<p>Lesson Plans, Observations, Sign-In Sheets/Agendas for PD</p>	<p>School Leaders Demonstrate: Initiate and sustain change to improve staff performance and student learning; root cause analysis</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p> <p>Percent of students scoring proficient or above on the GA milestones</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> Technical School Visits Plan/Budget Analysis Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> Amin Informal/Formal observations Grade Level Meeting Minutes PKES District Level Observations <p>Teachers</p> <ul style="list-style-type: none"> Observations Grade level meetings TKES 	<p>Title I</p> <p>Teachers, paraprofessionals, and parent liaison (\$)</p> <p>Software (\$)</p> <p>Instructional Materials (\$)</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) Increase the percent of students scoring at the monitored or accelerate level on the writing section of the Georgia Milestones Assessment from 31% to 41%. (SW 2, 7, 9, 10; TA 1, 3, 6, 7, 8)

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instruction Standard #4: Uses research based instructional practices that positively impacts student's learning.</p> <p>Instruction Standard #5: Differentiates instruction to meet specific learning needs of students</p> <p>Assessment Standard #1: Aligns assessments with the required curriculum standards</p>	<p>All students demonstrate proficiency on 2016-2017 GA Milestones by achieving at a writing level of Monitor or Accelerate.</p>	<ul style="list-style-type: none"> • Acquire 3 K-5 teachers for class size reduction for instruction in core content areas • Purchase technology supplies to support students (toner, ink cartridges, batteries) • Acquire part time parent liaison to support parents in supporting their children in core content areas • Acquire 1.5 instructional paraprofessional for additional support for struggling students in core content areas • Acquire technology software to asses and supplement instruction for struggling learners (ReadyTest A-Z) • Purchase technology resources to enhance student vocabulary. (Flocabulary) 	<p>Administrator: Formal/Informal Observations (TKES)</p> <p>Teacher: Grade level meetings</p>	<p>School Leaders Demonstrate: Initiate and sustain change to improve staff performance and student learning; root cause analysis</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> • Technical School Visits • Plan/Budget Analysis • Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> • Amin Informal/Formal observations • Grade Level Meeting Minutes • PKES • District Level • Observations <p>Teachers</p> <ul style="list-style-type: none"> • Observations • Grade level meetings • TKES 	<p>Title I</p> <p>Teachers, paraprofessionals, and parent liaison (\$)</p> <p>Professional Development (\$)</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) Increase the percent of students scoring at level 3 (Proficient) or level 4 (Distinguished) on the Math section of the Georgia Milestones Assessment (GMAS) EOG from 27% to 37%.

(SW 2, 7, 9, 10; TA 1, 3, 6, 7, 8)

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instruction Standard #4: Uses research based instructional practices that positively impacts student’s learning.</p> <p>Instruction Standard #5: Differentiates instruction to meet specific learning needs of students</p> <p>Assessment Standard #1: Aligns assessments with the required curriculum standards</p>	<p>All students demonstrate proficiency on 2016-2017 GA Milestones by achieving Proficient Learner or Above.</p>	<ul style="list-style-type: none"> • Acquire 3 K-5 teachers for class size reduction for instruction in core content areas • Purchase technology supplies to support students (toner, ink cartridges, batteries) • Acquire part time parent liaison to support parents in supporting their children in core content areas • Acquire 1.5 instructional paraprofessional for additional support for struggling students in core content areas • Purchase resources for math journals. 	<p>Administrator: Formal/Informal Observations (TKES)</p> <p>Teacher: Grade level meetings</p>	<p>School Leaders Demonstrate: Initiate and sustain change to improve staff performance and student learning; root cause analysis</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> • Technical School Visits • Plan/Budget Analysis • Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> • Amin Informal/Formal observations • Grade Level Meeting Minutes • PKES • District Level • Observations <p>Teachers</p> <ul style="list-style-type: none"> • Observations • Grade level meetings • TKES 	<p>Title I</p> <p>Teachers, paraprofessionals, and parent liaison (\$)</p> <p>Professional Development (\$)</p>

E. Schoolwide Reform Strategies (SW 2; TA-1b)

**Source Document
“Research Based Strategies”**

Prioritized Need 1: Close the achievement gap for all K-5 students in ELA

SMART Goal: Increase the percent of students scoring at Proficient Learner or Above on the Georgia Milestones ELA EOG from 29% to 40% for the 2016-2017 school year.

Georgia School Performance Standard	<ul style="list-style-type: none"> • Instruction Standard #4: Uses research based instructional practices that positively impacts student’s learning • Instruction Standard #5: Differentiates instruction to meet specific learning needs of students • Assessment Standard #1: Aligns assessments with the required curriculum standards
What action/strategy would support this standard for all students including migrant, homeless and historically underserved population?	<ul style="list-style-type: none"> • Acquire 3 K-5 teachers and 1.5 paraprofessionals for class size reduction for instruction in core content areas • Acquire technology software and additional resources to supplement instruction in the core content learning environment for struggling learners (Imagine Learning) • Provide teachers with training in Orton Gillingham phonics strategies • Acquire technology software to asses and supplement instruction for struggling learners (ReadyTest A-Z) • Acquire a part-time parent liaison to support literacy in the home
List 2 Teacher Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> • Teachers participate in a variety of professional learning designed to enhance their content knowledge related to Georgia Standards of Excellence/Balanced Literacy/Orton Gillingham phonics/Guided Reading • Teachers work with students to establish learning goals based on their assessment results and the standards <p>Artifacts: PD workshop agendas/handouts; Guided Reading walkthrough observations; Formative/Summative Assessment</p>
List 2 Student Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> • Students establish reading goals (lexile and DRA measures) and articulate strategies to attain goals. • Students explain standards being mastered and how to apply to real world scenarios or other content areas. <p>Artifacts: Student work, Conference Logs, Progress Reports, Data Walls</p>
List 2 Leadership Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> • School leaders will visit classrooms monthly and recognize student reading Lexile growth or DRA growth • School leader recognizes teacher success in improving student achievement as evidenced by assessment goals and data points. <p>Artifacts: Teacher/Para of the Month, Principal power readers, Data walls</p>
How would you monitor your action/ strategy?	<p>Administrator: Formal/Informal Observations (TKES) Teacher: Grade level meetings</p>
How would you fund this initiative using -local, state, federal funds?	<p>Title I funded teachers for class size reduction Title I funded 1.5 paraprofessionals for class size reduction</p>

Title I funded ReadyTest A-Z technology software
 Striving reader funded 6 traits writing professional development
 Title I funded Imagine Learning technology software

Prioritized Need 2: Close the achievement gap for all K-5 students in Reading

SMART Goal: Increase the percent of students scoring at the monitored or accelerate level on the writing section of the Georgia Milestones Assessment from 31% to 41%.

Georgia School Performance Standard	<ul style="list-style-type: none"> • Instruction Standard #4: Uses research based instructional practices that positively impacts student’s learning • Instruction Standard #5: Differentiates instruction to meet specific learning needs of students • Assessment Standard #1: Aligns assessments with the required curriculum standards
What action/strategy would support this standard for all students including migrant, homeless and historically undeserved population?	<ul style="list-style-type: none"> • Acquire 3 K-5 teachers and 1.5 paraprofessionals for class size reduction for instruction in core content areas • Provide teachers with training in Writing Workshop and 6 Traits writing strategies • Acquire a part-time parent liaison to support literacy in the home.
List 2 Teacher Behaviors to support this standard include artifacts?	<ul style="list-style-type: none"> • Teachers participate in a variety of professional learning designed to enhance their content knowledge related to Georgia Standards of Excellence/Writing Workshop/6 Traits • Teachers provide specific and measurable student feedback through notes, rubrics and conference logs <p>Artifacts: PD workshop agendas/handouts; walkthrough observations; Formative/Summative Assessment, Feedback and evaluation rubrics</p>
List 2 Student Behaviors to support this standard include artifacts?	<ul style="list-style-type: none"> • Students participate in the writing process and use writing across the curriculum. • Students explain standards being mastered and use writing to articulate learning in other content areas <p>Artifacts: Student work, Conference Logs, Progress Reports, Data Walls</p>
List 2 Leadership Behaviors to support this standard include artifacts?	<ul style="list-style-type: none"> • School leaders will visit classrooms monthly and recognize student writing • School leader recognizes teacher success in improving student achievement as evidenced by review of evaluation rubrics and the integration of content standards with writing standards <p>Artifacts: Teacher/Para of the Month, Principal power readers, Data walls</p>
How would you monitor your action/ strategy?	<p>Administrator: Formal/Informal Observations (TKES) Teacher: Grade level meetings</p>
How would you fund this initiative using -local, state, federal funds?	<p>Title I funded teachers for class size reduction Title I funded 1.5 paraprofessionals for class size reduction</p>

Striving reader funded Writing workshop training for all teachers

Prioritized Need 1: Close the achievement gap for students in Math

SMART Goal: Increase the percent of students scoring at Proficient Learner or Above on the Georgia Milestones Math EOG from 27% to 37% for the 2016-2017 school year.

Georgia School Performance Standard	<ul style="list-style-type: none"> • Instruction Standard #4: Uses research based instructional practices that positively impacts student’s learning • Instruction Standard #5: Differentiates instruction to meet specific learning needs of students • Assessment Standard #1: Aligns assessments with the required curriculum standards
What action/strategy would support this standard for all students including migrant, homeless and historically underserved population?	<ul style="list-style-type: none"> • Acquire 3 K-5 teachers and 1.5 paraprofessionals for class size reduction for instruction in core content areas • Acquire resources to support math journals • Acquire a part-time parent liaison to support literacy in the home
List 2 Teacher Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> • Teachers participate in a variety of professional learning designed to enhance their content knowledge related to Georgia Standards of Excellence in Math and mathematical practices • Teachers work with students to establish learning goals based on their assessment results and the standards <p>Artifacts: PD workshop agendas/handouts; walkthrough observations; Formative/Summative Assessment</p>
List 2 Student Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> • Students use mathematical practices in working through problems and building critical thinking skills. • Students explain standards being mastered and how to apply to real world scenarios <p>Artifacts: Student work, Progress Reports</p>
List 2 Leadership Behaviors to support this standard (include artifacts).	<ul style="list-style-type: none"> • School leaders will visit classrooms weekly and recognize student math growth as evidenced through goals and assessments. • School leader recognizes teacher success in improving student achievement <p>Artifacts: Teacher/Para of the Month, Observations, Data walls</p>
How would you monitor your action/ strategy?	<p>Administrator: Formal/Informal Observations (TKES) Teacher: Grade level meetings</p>
How would you fund this initiative using -local, state, federal funds?	<p>Title I funded teachers for class size reduction Title I funded 1.5 paraprofessionals for class size reduction Title I funded materials and supplies</p>

**F. Professional Learning Plan to Support School Improvement Plan
(SW 4; TA 4)**

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Teachers Use of Academic Assessments to Improve Instruction (SW 8, TA-1)					
Waste, Fraud, Abuse, and Corruption Title 1 Complaint Process	August 2016	\$0	Principal	Title 1 Office monitoring	Agenda, Sign In Sheet, , Handouts
DRA Assessment	August 2016	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal	DRA Spreadsheet
Instructional Expectations	August/September 2016	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	TKES

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School-wide Behavior Plan	September 2016	\$0	Jill Meeker, Asst. Principal	Administration Team, R. Echols, IST D. Harrison, Counselor	FCS Discipline Report
RTI	September 2016	\$0	Audrey Broomfield, RTI Coordinator	Audrey Broomfield, RTI Coordinator R. Echols, IST D. Harrison, Counselor	Easy RTI plan
Six Traits Writing Training	September 2016	\$6,250 (funded by Striving Reader Comprehensive Literacy Grant)	Lambert, consultant	Aja Brandon, CST	Lesson Plans, EOG ELA and Write Score
STAR, RI, IDI, DIBELS	Fall, Winter, Spring	\$0	Audrey Broomfield, RTI Coordinator/DSS	Audrey Broomfield, RTI Coordinator/DSS Principal, Asst. Principal Aja Brandon, CST	Data sheets
Orton Gillingham Training	Fall 2016	\$4,300	Orton Gillingham	CST, Principal, Asst. Principal/Admin Team	Lesson Plans AND DIBELS
Guided Reading Training	Fall, Winter, Spring	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans, EOG ELA and DIBELS
Close Reading Training	Fall, Winter, Spring	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans, EOG ELA and DIBELS
Performance Based Assessment Training	Fall, Winter, Spring	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans, EOG ELA and Write Score

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Balanced Literacy Training	Fall, Winter, Spring	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans, EOG ELA and DIBELS
Literacy Parent Workshops	Fall, Winter, Spring	\$0	Gloria Langley, Parent Liaison	CST, Principal, Asst. Principal/Admin Team	EOG
Content integration curriculum planning	Fall, Winter, Spring	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans and EOG
Wildcat University (Technology and Math)	Spring 2017	\$0	Natasha Smith, PL facilitator	CST, Principal, Asst. Principal/Admin Team	Lesson Plans, EOG, DIBELS, and STAR
Personalized Learning	Fall, Winter, Spring	\$0	Patricia Thomas, IT teacher	CST, Principal, Asst. Principal/Admin Team	Lesson Plans
Dual Curriculum group planning	Winter	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans and EOG
Shared Reading strategies	Fall, Winter, Spring	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans and EOG
STEM and Math successes and strategies	Fall, Winter, Spring	\$0	Kayla Cudsik, teacher	CST, Principal, Asst. Principal/Admin Team	Lesson Plans and Science EOG

PBL successes and strategies	Winter, Spring 2017	\$0	Aja Brandon, CST	CST, Principal, Asst. Principal/Admin Team	Lesson Plans and EOG
Modeled Reading	Fall, Winter, Spring	\$0	Wildcat Reading Model Team	Aja Brandon, CST	EOG, DIBELS, and STAR

G. Parent Engagement and Communication
(SW 6; TA 5)

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>Parent Involvement Policy</p> <p>Family and Community Engagement Standard #4: Communicates academic expectations and current student achievement status to families</p> <p>Family and Community Engagement Standard #5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p>	<p>Revised and submitted for approval with FY17 (new) GADOE checklist by September 30, 2016</p> <p>Distributed by October 31, 2016</p> <p>Ongoing distribution throughout the year for new, incoming students –should be documented</p>	<p>Acquire part-time Title I Parent Liaison to assist in building parent capacity (parent involvement plan/revision, compact, parent workshops. Meetings) to help improve student achievement</p> <p>\$11,137</p>	<p>Principal Parent Liaison Staff Parents</p>	<p>Georgia Department of Education Checklist (new template for FY17)</p>	<p>Parent Input Meetings</p> <ul style="list-style-type: none"> • Agenda • Feedback forms • Minutes <p>Bi-monthly PTA Meetings</p> <ul style="list-style-type: none"> • Agenda • Feedback forms • Minutes <p>Volunteer</p> <ul style="list-style-type: none"> • Volunteer hours <p>Monthly Workshops</p> <ul style="list-style-type: none"> • Agenda • Feedback forms • Minutes <p>Evidence of Distribution:</p> <ul style="list-style-type: none"> • School website (screenshot) with an active link to the PIP

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					<ul style="list-style-type: none"> Annual Title I Meeting (entire packet) indicating PIP distribution as handout at the meeting
<p>Compact</p> <p>Family and Community Engagement Standard #4: Communicates academic expectations and current student achievement status to families</p> <p>Family and Community Engagement Standard #5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p>	<p>Revised/ Approved by Sept. 30, 2016</p> <p>100% compacts collected by Oct. 31, 2016</p>	\$0	<p>Principal Parent Liaison Staff Parents Students (K-5)</p>	<p>Georgia Department of Education Checklist (new template for FY17)</p>	<p>Staff input Meetings: Grade level collaboration to establish target learning goals-</p> <ul style="list-style-type: none"> Agenda/sign-in sheets Meeting Minutes <p>Student input (K-5)</p> <p>Parent input meeting invitation</p> <ul style="list-style-type: none"> School Messenger Backpacks <p>Parent Input Meetings</p> <ul style="list-style-type: none"> Agenda Feedback forms Minutes <p>Evidence of Distribution:</p> <ul style="list-style-type: none"> School website (screenshot) with an active link to the PIP Email with parent distribution list indicating compact attached
<p>Title I Annual Meeting and 1% Title Annual Meeting</p>	<p>August 25, 2016</p>	\$0	<p>Principal Parent Liaison Staff Parents</p>	<p>Georgia Department of Education Checklist for compact PIP</p> <p>(Met, Did Not Meet, N/A)</p>	<ul style="list-style-type: none"> School website School marquee School messenger <p>Annual Title I Meeting is the only title allowed. Refer to GADOE and FCS Title I templates (parent liaison/portal)</p> <ul style="list-style-type: none"> Agenda Sign-in sheets Minutes PowerPoint Min. 2 all-parent invitations Distribution evidence of compact and PIP

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<p>Student Assessment & Results Parent Meeting (SW 11, 12, 13, 14; TA 6, 7, 8)</p>	<p>Throughout the year</p>	<p>\$0</p>	<p>Principal Parent Liaison Staff Parents</p>	<p>Title I Parent Workshops/Meetings evaluations</p>	<ul style="list-style-type: none"> • School-parent compact • Parent-Teacher conferences • Parent workshops • Annual Title I Meeting
<p>Transition Meetings (Preschool Programs) (SW 7, TA 3)</p>	<p>Throughout the year and at least once per semester August 2016-May 2017</p>	<p>\$0</p>	<p>Parent Liaison Teachers Guidance Department</p>		<ul style="list-style-type: none"> • Agenda • Sign-in sheets (for incoming parents) • Presentation (PowerPoint) • Handouts
<p>Parent Resource Center</p>	<p>August 2016-May 2017</p>	<p>\$0</p>			<ul style="list-style-type: none"> • Feedback form Parent Input Meeting • Photos • Flier with hours/days of operation • Open House (flier) • Parent event calendar/ schedule • Visitor log • Computer usage/materials check-out log
<p>Monthly Title I Parent Meetings/Family Nights</p> <p>Family and Community Engagement Standard #4: Communicates academic expectations and current student achievement status to families</p> <p>Family and Community Engagement Standard #5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p> <p>Sept. 2016-Literacy in Technology Workshop Oct. 2016- Literacy Kroger Night Nov. 2016-Make and Take Literacy Workshop Dec. 2016-Close Reading Workshop Jan. 2017-Make and Take Literacy</p>	<p>October 2016-May 2017</p>				<ul style="list-style-type: none"> • School Parental Involvement Plan • Compact • Parent calendar of events • Documentation packet for each: agenda, sign-in sheets, evaluation, handouts, presentation <p>Examples</p> <ul style="list-style-type: none"> • Curriculum Night • Humanities Night • MIST Night • Literacy events

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Workshop Feb. 2017- Milestone Prep Workshop Mar. 2017- Close Reading Workshop (session II) Fall, Winter and Spring – Reading Partners (Reading mentor program)					
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H. Highly Qualified Staff
(SW 3, 5; TA 4)

All course are taught by highly qualified staff. __Yes__ (Yes or No)

If no, explain

List efforts to recruit highly qualified teachers to your school.

- Fulton County Schools sign in bonuses
- Strategic staffing initiative
- Job recruitment fairs
- Teacher induction program
- Mentorship program

I. GaDOE Title I Components

Comprehensive Needs Assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309 (1) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

We have taken into account the needs of migrant children by following these procedures:

- All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
- We will work closely with our counselor, school social worker, and our central office liaison to ensure that the student's needs are met for any students identified.
- Providing intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.
- Students will be considered for additional services based on formative data and classroom assessments.
- Students who may be homeless will be referred to the Fulton County Schools Homeless Liaison for possible services.

Currently, there are no Migrant students attending our school.

Student Transition Plan

The following are Evoline C. West Elementary's plans for assisting preschool children in the transition from early childhood programs, entering middle school students and entering students from other schools.

Evoline C. West Elementary School will plan activities for assisting preschool children in the transition from early childhood programs. Pre-K parents are provided with transition activities and information throughout the year. Local childcare facilities are invited to visit our school in order to assist upcoming kindergarten students in the transition.

Fifth grade students are provided an opportunity to visit Bear Creek Middle School in May. Personnel from Bear Creek Middle School meet with fifth grade students to answer questions about middle school.

Tours of Evoline C. West Elementary School are given, upon request, to parents and students who move in, or are considering moving in, throughout the school year. New students, who enroll at the beginning of the year or during the year, are assessed to ensure they are receiving appropriate instruction. School information is provided to new families transitioning from private schools or public schools.

Any additional funds/ carryover

If we receive additional funds or carryover monies we will purchase instructional materials and supplies to support classroom instruction, i.e. paper, copy paper, pencils, pens, crayons, construction paper, composition notebooks, dry erase makers etc.

J. Comprehensive Needs Assessment

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 I - <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>

Source Document

Data Sources:

Achievement Data:	Perception Data:	Observation Data:
Georgia Milestones	TKES Surveys	TKES Data
GKIDS	Title I Parent Survey	Content Walkthroughs (if applicable)
SLDS – Georgia Milestones, Student Growth, etc.	Title I Teacher Survey	
CCRPI	Title I Student Survey	
SLOs	Climate Survey	
Promotion/Retention Data	Professional Learning Survey	
Lexile Scores	Local School Perception Data	
Local School Data		
Subgroup Data		
Attendance Data		
Discipline Data		