

The background features a light yellow gradient with several abstract shapes: a large white rounded rectangle at the top, a white triangle on the left, a thin yellow horizontal line, a thin yellow curved line, a yellow cross in the bottom left, and a light blue circle at the bottom center.

***School Improvement
Plan***

***Monroe Elementary
School***



SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: Monroe Elementary School

School System: Walton County

Name of Principal: Dr. Zeester Swint

School Year: 2008-2010

Title I: School-Wide Program: Yes

Targeted Assistance: _____

Needs Improvement Status: **Status:** NI NI-AYP **Year:** 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

School Improvement Plan (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2007.)

School Choice

Supplemental Services

Corrective Action (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2007.)

Restructuring (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2008.)

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____





**Walton County Public School System
School Improvement Plan
2008-2010**

System and School Name: Walton County – Monroe Elementary

School Year: 2008-2009

Identified Goals for Improvement: Action Plan for Reading

Measurable Goals: 80% of the students at Monroe Elementary School in grade 1 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 78% of the students at Monroe Elementary School in grade 2 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 78% of the students at Monroe Elementary School in grade 3 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 80% of the students at Monroe Elementary School in grade 4 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 88% of the students at Monroe Elementary School in grade 5 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups.

- A. 67% of the students with disabilities will meet or exceed the standards at the end of SY2009.
- B. 80% of African American students will meet or exceed the standards at the end of SY2009.
- C. 25% of the student population will exceed standards at the end of SY2009.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Students with Disabilities

African American

Vocabulary

Comprehension

Reading for Information

Literary Comprehension

Information & Media Literacy

Reading Skills & Vocabulary Acquisition

Data Sources: AYP reports, CRCT analysis, ITBS

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
C1.1 C1.2 A1.4 I1.1 I1.3	All students will receive on grade level instruction in Reading daily emphasizing critical analysis.	August 2008 – May 2009	FEDERAL Title I Funds \$2000	Administration Teachers	<ul style="list-style-type: none"> ✓ Minutes from Weekly Collaborative Planning ✓ Professional Learning Sign in sheets (quarterly) ✓ Extended Planning Units (quarterly) ✓ Annual portfolios including Professional Learning Logs, B1 Annual Portfolios, B1 Student Achievement 	<p>Teachers will use data from STAR reports and quarterly benchmark tests, as well as summative and formative classroom data, to monitor student progress towards mastery of standards.</p> <p>Students will verbalize the standards they are learning; students will discuss their progress towards standards.</p>
C1.1 C1.2 A1.4 I1.1 I2.3 I2.5	All students will receive an additional segment of Reading on their instructional level. The students scoring below 800 on the CRCT will receive small group guided reading with EIP/DEES teachers (including acceleration and previewing).	August 2008 – May 2009	FEDERAL \$5000 for Reading tubs Title I Funds Edna's salary \$30,000	Reading Consultant, Administration Media Specialist SPIN Paras	<ul style="list-style-type: none"> ✓ Minutes from Weekly Collaborative Planning ✓ EDNA/IRL Log (quarterly) ✓ Extended Planning Day Units (quarterly) ✓ Professional Learning sign in sheets (quarterly) 	<p>Teachers will monitor students' progress quarterly, allowing for student movement between groups as evidenced by STAR data and cloze tests.</p> <p>Students will keep a guided reading journal consisting of reading response, vocabulary development activities and graphic organizers.</p>

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
<p>C1.1 C1.2 A1.4 A3.1 I2.3</p>	<p>Students with disabilities will receive SRA instruction and small group guided reading (including acceleration and previewing). GCIMP</p>	<p>August 2008 – May 2009 GCIMP May 2010</p>	<p>STATE AND FEDERAL \$3000 SRA Manuals, Student texts</p>	<p>Additional DEES teachers</p>	<ul style="list-style-type: none"> ✓ SRA training for DEES teachers (yearly) ✓ Professional Learning sign in sheets (quarterly) ✓ Annual portfolios including Professional Learning Logs, B1 Annual Portfolios, B1 Student Achievement ✓ CRCT ✓ GAA 	<p>Teachers will follow the scripted SRA program to insure optimal results.</p> <p>Students are building fluency, phonemic awareness, and word recognition with the SRA program. Using the guided reading program, students are building comprehension skills.</p>
<p>C1.1 C1.2 A1.4 I1.2 I2.1</p>	<p>Review and select research-based vocabulary strategies, which include: concept maps, Frayer models, word maps, concept webs, and word walls. Teach or review vocabulary daily in context providing multiple exposures and distributed practice across the curriculum. A minimum of 10-12 new words will be introduced weekly. Parents will receive weekly preview of essential questions and key vocabulary words through newsletters.</p>	<p>August 2008 – May 2009</p>	<p>STATE AND FEDERAL \$3000/ Paper, cartridges, cost of newsletters, professional learning books for teachers Title I Funds</p>	<p>Administration Teachers Reading Consultant ISSEC</p>	<ul style="list-style-type: none"> ✓ Units ✓ Weekly parent newsletters ✓ Weekly instructional focus ✓ CRCT 	<p>Teachers will create instructional units during weekly collaborative planning meetings. Teachers and students will articulate what students are expected to know, understand, and be able to do.</p> <p>Teachers will inform parents through weekly newsletters of the essential questions and key vocabulary.</p>

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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C1.1 C1.2 I1.1 I2.1	All students will receive a word of the day on the morning announcements. These words are derived from content related words. Students will use the word in a Frayer Model daily.	August 2008 – May 2009	None	Administration Teachers	<ul style="list-style-type: none"> ✓ CRCT ✓ Weekly Word list ✓ Student journals 	<p>Teachers will use age-appropriate strategies (i.e. oral modeling, using reference resources) for teaching students to define unknown words.</p> <p>Students will record and show evidence of using newly acquired words in a Frayer model in their daily journals.</p>
C1.1 C1.2 I1.3 I2.1	Use research-based reading strategies, i.e. graphic organizers to record, organize, and analyze information from text. Familiarize parents with these strategies through subject focused workshops.	August 2008 – May 2009	FEDERAL \$1000 / Parent Workshop Parent Involvement Coordinator/ \$26,000 Title I Funds	Teachers Reading Consultant Volunteers	<ul style="list-style-type: none"> ✓ Professional Learning sign in sheets ✓ Minutes from weekly collaborative meetings ✓ Parent workshops sign in sheets ✓ CRCT ✓ Parent involvement survey 	<p>Teachers will develop units and share strategies during their weekly collaborative planning meetings. Teachers will model reading strategies using think-alouds.</p> <p>Students will verbalize the standards they are learning; students will discuss their progress towards standards.</p>

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I1.1 I2.3	School-wide B.E.A.R. TIME (Be Enthusiastic About Reading) - Staff and students will be engaged in sustained silent reading for 15 minutes each a day.	August 2008 – May 2009	None	Teachers	<ul style="list-style-type: none"> ✓ AR Tests (monthly) ✓ Individual recreational reading log (monthly) 	Students will participate in self-selected recreational reading.
I1,3 I2.3	Increase individual classroom libraries by providing teachers with reading materials within a variety of reading levels and genres as the need arises.	August 2008 – May 2009	FEDERAL \$5000	Media Specialist Teachers	<ul style="list-style-type: none"> ✓ Timed fluency test (quarterly) ✓ Ga. Writing Assessment data 	Students will choose books from a variety of reading genres. Teachers will model fluent reading and students will demonstrate increased fluency on quarterly tests.
C2.1 C2.2 A1.2 A1.4 I1.3 PL1.1	All teachers will participate in GPS and LFS weekly planning meeting and extended planning day. (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	August 2008 – May 2009	None	Administration, Teachers	<ul style="list-style-type: none"> ✓ Units ✓ Extended Planning Day sign in sheets ✓ Pacing guides based on WCPS maps (quarterly) 	Common units, lessons, performance tasks, and assessments that reflect the rigor of the standards are used by the teachers. Through the use of the collaboratively developed documents, teachers can articulate what they expect students to know, understand, and be able to do.
A3.1 I2.7 I2.3	Students in grades 3 – 5 who scored below 800 on the CRCT will be invited to participate in the school’s take home laptop program. Second grade and students who qualify for services through the Department of Exceptional Education may be invited to participate if the program allows. GCIMP	September 2008 – May 2009 GCIMP May 2010	FEDERAL AND ELOST \$5000 for additional laptops	Administration Technology teacher	<ul style="list-style-type: none"> ✓ Parent orientation to program sign in sheet ✓ Laptop receipt forms 	Students will use Academy of Reading and Academy of Math programs on the laptops to provide additional support of GPS skills and standards.
C3.1 C3.2 PO2.3 PO4.1 PL1.2 PL1.4 PL2.1 L1.4	MES Focused Walk Through (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	August 2008 – May 2009		Administration	<ul style="list-style-type: none"> ✓ MES Awareness walk forms 	Teachers can articulate what strategies/interventions are being implemented and how the strategies/interventions of the SIP are impacting student learning. Students can articulate specific strategies that are helping them to increase their learning.

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A2.1 A2.2 A2.3 A2.4 I2.3 I2.6	Fall and Spring Intersession will be offered to 3 rd , 4 th , and 5 th graders (priority given to 3 rd & 5 th graders who did not meet standards on the CRCT). Summer Intersession will be offered to those 3 rd and 5 th graders who scored below 800 on the CRCT. GCIMP (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	October 08, 09 April 09, 10 GCIMP May 2010	LOCAL, STATE AND FEDERAL Title I Funds \$19000 Transportation cost \$92,000 Title I Funds \$3000 21 st Century \$5000	Teachers Administration LEAP Coordinator Tutors	✓ CRCT ✓ Student attendance logs ✓ Student work portfolio	Teachers will use benchmark data from throughout the school year to determine areas of instructional focus, align with CRCT content weights, and design differentiated lessons to move students towards mastery of standards. Teachers will teach effective test-taking strategies. Students will participate in learning circles aligned to their areas of weakness. Students will learn effective test-taking strategies.
A3.1	Continue Instructional Support Para Professionals to support DEES students in regular education classrooms GCIMP (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	August 2008 – May 2009 GCIMP May 2010	FEDERAL \$60,000 (DEES Funds)	DEES Coordinator Administration	✓ Professional learning sign in sheets ✓ Paraprofessional daily schedules	Teachers will communicate academic areas of need to paraprofessionals. Paraprofessionals will provide small group instruction.
C3.1 C3.2 PL1.3	Develop Mentoring Program and assign mentors/mentees to beginning teachers and teachers new to the system to address instruction and classroom management concerns. Continue to recruit and retain highly qualified staff. (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	July 08, 09	None	RESA Administration	✓ Observation logs ✓ Discipline data (monthly) ✓ CRCT ✓ Benchmark data (quarterly)	Mentor teachers will meet weekly with newly hired staff to determine effective instructional, classroom management, and assessment strategies to use in the classroom. Mentor and mentee teachers will observe classroom strategies in action as needed.

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PL1.2 PL1.4 L1.4	Continue to establish meeting norm strategies (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	August 2008 – May 2009	None	Grade Level Chairs	✓ Minutes from weekly collaborative planning	Teachers will follow established norms during professional learning and collaborative meetings; teachers collaboratively evaluate work and determine intervention strategies
I1.3 I2.1	K-2 Reading Software to enhance literature (STRATEGY CONTINUES ACROSS SUBJECT AREA OF WRITING)	August 2008 – May 2009	FEDERAL \$2000	Media Specialist	✓ Media Specialist Inventory ✓ CRCT ✓ GKAP/GKIDS	Teachers will use reading software to help students strengthen reading standards skills. Students will use technology as differentiated instruction to help develop reading standards.
I1.3 I2.1	Increase age/grade appropriate library resources. In particular, science and social studies materials, such as EDNA tubs, will be utilized. (STRATEGY CONTINUES ACROSS SUBJECT AREA OF WRITING)	August 2008 – May 2009	FEDERAL \$ 5000	Media Specialist	✓ Media Circulation ✓ CRCT ✓ Ga. Writing Assessment data	Students will read a variety of genres to develop proficiency in reading for information; they will also read a variety of authors' literary works to compare/contrast writing styles
A2.1 A2.2 A2.3 A2.4	220 Club for K-2 Dolch Word List and 1K Club for 3-5 Word list (STRATEGY CONTINUES ACROSS SUBJECT AREA OF WRITING)	August 2008 – May 2009	STATE \$100 Buttons	Teachers	✓ Sight Word checklists (quarterly)	Teachers and paraprofessionals work with students in small and whole group settings to master sight words. Students practice sight words in a variety of contexts (differentiated small group and individual settings) and are awarded with membership in their respective clubs.

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C3.1 C3.2 PO2.3 PL1.3 PL1.4 PL1.5 PL2.1	Teachers will conduct peer observations. (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	January 09 – March 09	None	Teachers	<input checked="" type="checkbox"/> Peer observation reflection feedback forms	Teachers visit peer classrooms where best practices are occurring consistently and pervasively. Teachers can articulate examples of instructional practices they have learned from their peers.
A1.1 A1.2 A1.3 A2.1 A2.2	Quarterly pre and post benchmark tests aligned to standards will be given to assess students' mastery of standards, plan for instruction, and inform stakeholders of progress. (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	October 08, 09 December 08, 09 March 09, 10 May 09, 10	STATE AND FEDERAL Funding, Resources, paper, ink, \$2000	Teachers	<input checked="" type="checkbox"/> CRCT <input checked="" type="checkbox"/> Benchmark data (quarterly) <input checked="" type="checkbox"/> Benchmark Action Plans	Teachers will review benchmark data to find areas of strength and weakness, collaboratively plan strategies for closing gaps, and devise activities and instructional plans based on this data. Students can articulate how their work measures against the standards.
C2.1 C2.2 A1.4 PI1.2 PL1.3 PL1.5	Teachers will participate in two monthly structured review days per month. (STRATEGY CONTINUES ACROSS SUBJECT AREAS OF WRITING AND MATH)	August 2008 – May 2009	None	Teachers Administrators	<input checked="" type="checkbox"/> Teachers Administrators	Teachers can identify the strengths and weaknesses of individual students and their classes. Teachers can articulate how they have adjusted instruction based on the analysis of student work.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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C3.1 C3.2 A1.1 A1.2 A1.3 A2.4 II.2 PL2.1	Utilize Accelerated Reader individual quarterly goals based on ZPD levels <ul style="list-style-type: none"> Teachers and students collaboratively set attainable quarterly independent reading goals Teachers provide ongoing monitoring and feedback to students regarding progress towards goals 	October 08, 09 December 08, 09 March 09, 19	None	Media specialist Teachers Students	✓ Goal charts; student record reports	Student reading levels and individual goals will increase with growing reading proficiency.
I2.6 I3.1 I3.2	Grades 2 and 4 will participate in acceleration using Test Best during to 4 th quarter in order to prepare for the following Fall ITBS. (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	April 2009 – May 2009	FEDERAL \$1825	Teachers	✓ ITBS	Teachers will preview content material for the next school year. Students will learn effective test-taking strategies.
C1.1 C1.2 A1.4 II.1 II.3	English Language Proficiency standards are embedded into GPS curriculum.	August 2008 – May 2009	None	ESOL Teacher Classroom Teachers	✓ Benchmark data of ESOL students ✓ ESOL assessment data ✓ ESOL Progress monitoring reports	Teacher(s) can explain the language used in the standards and the performance actions that will be required by students. Teacher(s) can discuss vertical differences in standards within a content area.
C1.1 C1.2 A1.4 II.1 II.3	ESOL teacher will collaborate with homeroom teachers to insure that language strand is addressed not just in ESOL resource but in regular education setting as well.	August 2008 – May 2009	None	ESOL Teacher Classroom Teachers	✓ ESOL Benchmark data ✓ ESOL assessment data ✓ ESOL Progress monitoring reports	Teacher(s) can explain the language used in the standards and the performance actions that will be required by students. Teacher(s) can discuss vertical differences in standards within a content area.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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C1.1 C1.2 A1.4 II.1 II.3	ESOL teacher will provide both previewing and accelerating of content from mainstream.	August 2008 – May 2009	None	ESOL Teacher	<ul style="list-style-type: none"> ✓ ESOL Benchmark data ✓ ESOL assessment data 	Teacher(s) can explain the language used in the standards and the performance actions that will be required by students. Teacher(s) can discuss vertical differences in standards within a content area.
SC1.4 SC2.2	Pre K teachers and Family Services Coordinator will work collaboratively with administrators to provide opportunities for participation in school-wide events such as Paw Pride, Curriculum Nights, Family events etc.	August 2008 – May 2009	None	Pre K Family Services Coordinator PreK Teachers Parent Involvement Coordinator	<ul style="list-style-type: none"> ✓ Participation Logs 	Parents participate with their children in a variety of reading, writing, mathematics, and technology related activities designed to enrich student learning.
SC1.4 SC2.2	Pre K teachers and Kindergarten teachers will work collaboratively to provide opportunities for joint activities in order to promote the social development of all students and will coordinate these opportunities with local pre-k providers.	August 2008 – May 2009	None	Pre K Teachers Kindergarten Teachers Administrators	<ul style="list-style-type: none"> ✓ Collaborative Activity Plans 	Teachers will model and instruct desired social behaviors. Students will demonstrate desired social behaviors.
	Implement Progress Coach Book (Reading) with 3-5 grade students who attend intersession and after school tutoring as well as in grades 3-5. (STRATEGY CONTINUES ACROSS SUBJECT AREA OF WRITING AND MATH)	October 2008- May 2009		Intersession Teachers After School Tutors	<ul style="list-style-type: none"> ✓ Intersession and After School Tutoring Logs 	Teacher(s) can explain the language used in the standards and the performance actions that will be required by students.
	Implement Para Mentor program with DEES and at-risk students who attend after-school tutoring. (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	December 2008 – May 2009	None	Paras	<ul style="list-style-type: none"> ✓ Attendance sheets and Tutoring Logs 	Paras will work one-on-one with 1 st and 2 nd grade students on A+ Math and Reading skills. Paras will work one-on-One with 3 rd – 5 th grade students using progress coach books.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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	Distribute Mid-Year progress reports to teachers to update at-risk and bubble student who may not meet standards on the CRCT. (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	January 2009	None	Administrators	✓ “Hot List” log	CRCT data
	Set up “Principal Data Talks” with classroom, EIP, Special Education, Tutoring and Intercession teachers concerning the Mid-Year Progress Reports (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	January 2009 – February 2009	None	Teachers and Administrators	✓ Mid Year Progres Report Logs ✓ “Hot List” log	CRCT data
	Assign “At-Promise” students to mentors on the MES staff (STRATEGY CONTINUES ACROSS SUBJECT AREA OF MATH)	March 2009 – April 209	None	Administrators and MES staff	✓ At Promise Logs	CRCT data

Walton County Public School System
School Improvement Plan
2008-2010

System and School Name: Walton County/Monroe Elementary

School Year: 2008-2009

Identified Goals for Improvement: Action Plan for Language Arts (and Writing)

Measurable Goals: 78% of the students at Monroe Elementary School in grade 1 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 78% of the students at Monroe Elementary School in grade 2 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 81% of the students at Monroe Elementary School in grade 3 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 84% of the students at Monroe Elementary School in grade 4 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups. 90% of the students at Monroe Elementary School in grade 5 will meet or exceed the standards at the end of SY2009 as measured by CRCT with a minimum of 95% participation for all subgroups.

80% of 3rd grade students will meet or exceed standards in informational writing (ideas). 61% of 3rd grade students will meet or exceed standards in informational writing (organization). 68% of 3rd grade students will meet or exceed standards in informational writing (style). 64% of 3rd grade students will meet or exceed standards in informational writing (conventions). 90% of 3rd grade students will meet or exceed standards in persuasive writing (ideas). 68% of 3rd grade students will meet or exceed standards in persuasive writing (organization). 66% of 3rd grade students will meet or exceed standards in persuasive writing (style). 61% of 3rd grade students will meet or exceed standards in persuasive writing (conventions). 80% of 3rd grade students will meet or exceed standards in narrative writing (ideas). 70% of 3rd grade students will meet or exceed standards in narrative writing (organization). 70% of 3rd grade students will meet or exceed standards in narrative writing (style). 65% of 3rd grade students will meet or exceed standards in narrative writing (conventions). 87% of 3rd grade students will meet or exceed standards in response to literature (ideas). 68% of 3rd grade students will meet or exceed standards in response to literature (organization). 66% of 3rd grade students will meet or exceed standards in response to literature (style). 70% of 3rd grade students will meet or exceed standards in response to literature (conventions).

Increase the % of 5th grade students meeting or exceeding standards to 75%. Increase the % of 5th grade students exceeding standards to 10%.

A. 67% of the students with disabilities will meet or exceed the standards at the end of SY2009.

B. 80% of African American students will meet or exceed the standards at the end of SY2009.

C. 25% of the student population will exceed standards at the end of SY2009.

D. 75% of the students in grade 4 will score on target or exceed target on the 4th grade Predictor Writing Assessment.

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Students with Disabilities (Confidence Interval)

African American

Grammar/Phonological Awareness/Phonics

Sentence Construction

Grammar/Phonics

Research

Grammar and Sentence Construction

Research and Writing Process

Data Sources: AYP reports, CRCT analysis, Performance Matters, ITBS, 2007 4th Grade Writing Predictor

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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A1.4 I2.1	During the daily writing block, teachers will implement the writing strategies gained from the 3 & 5 RESA Writing Initiative which will include: teacher directed writing lessons, extending & refining practice lessons, writing topics.	August 2008 – May 2009	None	Administration Teachers	<ul style="list-style-type: none"> ✓ RESA ✓ Professional Learning Development by Instructional Coach 	Teachers and students can explain the different phases of the writing process and practice effective writing strategies.
A1.2 A2.1	One writing sample per quarter will be produced using the writing process and assessed with the state writing rubric. Student writings will be featured in the school newsletter and teacher/grade level weekly newsletters; and opportunities for student writings to be submitted for publication (i.e. local, state, national contests, and local newspaper).	October 08, 09 December 08, 09 March 09, 10 May 09, 19	FEDERAL Title I \$1000/ Blank Classroom Books, Charts, Rubrics	Teachers Administration	<ul style="list-style-type: none"> ✓ Collaborative Planning ✓ Professional Development 	As a result of conferencing with students, teachers can articulate each student's strengths and next steps. Students can articulate their strengths and next steps.
A3.1 SFC1.2	Parents will be provided a student writing sample with teacher commentary and a writing rubric.	October 08, 09 December 08, 09 March 09, 10 May 09, 10	STATE \$500 Title I Funds	Teachers	<ul style="list-style-type: none"> ✓ Professional Learning with Instructional Coach ✓ Parent Activities 	Parents know key learning goals of their child or children. Parents can discuss grade level student writing and are given samples with teacher commentary and know the next steps.
C1.1 C1.2 A1.4 I1.1 I1.3	All students will receive daily opportunities to write across the curriculum, including Morning Chats, and Daily Language Review.	August 2008 – May 2009	STATE \$500	Teachers	<ul style="list-style-type: none"> ✓ Collaborative Planning 	Students and teachers will see the relevance of expressing ideas and knowledge through writing.

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I2.1 I2.3 I2.5	Continued training, implementing of ELA GPS with an emphasis placed on differentiated instruction/assignment.	August 2008 – May 2009	None	Administrati on Teachers Gifted Instructional Specialist	✓ Professional Learning Collaborative Planning	Students share ways that groups change in the class. Students share that choice of assignments are sometimes allowed, and are able to give examples.
PL1.1	Teachers will receive training on the new Georgia Writing Rubric and expectations	August 2008 – May 2009	None	Teachers	✓ Administration	Teachers will collect student writing samples and score using the Georgia Writing Rubric. Teachers will practice giving constructive/descriptive feedback.
PL1.1	Teachers will receive ongoing professional development on teaching writing on different genres with emphasis on informational & persuasive	August 2008 – May 2009	None	Teachers	✓ Administration	Teachers will create choices of informational and persuasive writing prompts.
PL3.2	Teachers will provide students more opportunities to write in different genres	August 2008 – May 2009	None	Teachers	✓ Teachers ✓ Administration	Teachers will create a variety of writing prompts for use in classrooms.
A1.1 A1.2 A1.3 A1.4 A2.1	School wide mock writing assessments will be conducted in January and February emphasizing various genres (expository, imaginative & persuasive writing)	January 2009 – February 2009	None	Teachers	✓ Teachers ✓ Administration	Teachers will collect student writing samples and score using the Georgia Writing Rubric. Teachers will practice giving constructive/descriptive feedback.

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PL1.3 PL1.6	Teachers will deliver professional development showcasing areas of professional strength.	March 2009	None	Teachers	<ul style="list-style-type: none"> ✓ Teachers ✓ Instructional Coach ✓ Full time ISSEC 	School staff can articulate how the professional learning in which they participate takes place during the work day. Teachers determine needs for additional learning.

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					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
L1.4 L3.1	Implementation of Marilyn Burns Classroom Libraries	August 2008 – May 2009	FEDERAL \$5250	Teachers Administration	✓ Professional Peer Observation	Teachers and students will realize there is a connection between math, literature, and real-world applications.
C1.1 C1.2 A1.4 I1.1 I2.3 I2.5	All students will receive an additional segment of math daily on their instructional level. This segment will include acceleration, remediation, and critical thinking skills. Instruction will include research-based practices, such as <i>Investigations</i> curriculum. In addition, there will be differentiated math groups based on BMA data.	August 2008 – May 2009	FEDERAL \$15000 for Manipulatives	Teachers Administration SPIN Paras	<ul style="list-style-type: none"> ✓ Professional Learning ✓ Collaborative Planning ✓ Math Specialist, <i>Investigations</i> books and manipulatives ✓ RESA Math Consultant ✓ Training ✓ Walk Through and Feedback 	Students will keep a math journal consisting of explanations of strategies used to derive solutions.
	Implement Monthly Math Calendar activities.	August 2008- May 2009	None	Classroom Teachers	✓ Lesson Plans	Students will keep a math journal consisting of explanations of strategies used to derive solutions.
	K-2 teachers will participate in a Math Initiative with RESA.	August 2008- May 2009	None	Classroom Teachers	✓ Lesson Plans	Teachers will incorporate conceptual math strategies into daily lessons

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
	Students in grades 3-5 will participate in differentiated math groups during 2 nd math.	January 2009- May 2009	None	Teachers	Differentiated Data Log	District Driven Assessments OAS CRCT

Walton County Public School System
School Improvement Plan
2008-2010

System and School Name: Walton County/Monroe Elementary

School Year: 2008-2009

Identified Goals for Improvement: Attendance and Motivation
Measurable Goals: The number of discipline referrals in grades K-5 will total **less than 400**.
A. Develop and implement intrinsic motivational strategies to help promote social/emotional growth and academic achievement.
B. Less than **10%** of the student population will miss over 15 days of school.
Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc) to address (based on analysis of AYP Report and School Student Performance Data over the last three years)
All Students
Data Sources: AYP Reports, Discipline Reports

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
SC1.1 SC1.2 SC1.3	Counselors will implement strategies such as <i>Second Step</i> and <i>Too Good</i> during classroom guidance lessons.	August 2008 – May 2009	Second Step kits (\$1000) COST IS DONATED COMPANY	School counselor new teachers	✓ Attendance log	Students will display good citizenship traits throughout the school; decreased student discipline referrals
SC1.1 SC1.2 SC1.3	Utilize school counselor to: a) develop social skills within small groups; b) utilize Second Step program to promote social/emotional growth	August 2008 – May 2009	Second Step kits (\$1000) COST IS DONATED BY COMPANY	School counselor	✓ Discipline referral data ✓ lesson plans ✓ classroom guidance schedule	Discipline referrals will decrease as students internalize social/emotional growth skills

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
SC1.1	Establish Career Awareness activities to link students' connections between what they're learning in GPS to potential career choices	April 2009 – May 2009	None	Teachers Parent Involvement Coordinator Counselor	<ul style="list-style-type: none"> ✓ Student writing ✓ Career Speakers' rotation schedule 	Students will recognize the relevance of classroom learning for real-world applications.
SFC1.2 SFC1.3	Implementation of Parent Resource Room Activities.	August 2008 – May 2009	FEDERAL \$3000	Parent Involvement Coordinator	<ul style="list-style-type: none"> ✓ Parent Sign Out Sheets 	Stakeholders are knowledgeable about services and partnerships that meet family needs. They can articulate how these services support family and student learning needs.
SC1.2 SC2.2	End of Year and Quarterly attendance celebrations to recognize perfect attendance	December 08, 09 March 09, 19 May 09, 10	STATE \$200	Counselor Attendance Clerk	<ul style="list-style-type: none"> ✓ SASI Report 	Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.
SC1.4	Daily attendance reminders on morning announcements.	August 2008 – May 2009	None	Administrators	<ul style="list-style-type: none"> ✓ Announcement Folder 	Students verbalize that when “you miss school, you miss out!”
SFC1.1	Weekly Attendance Support Team Meetings	August 2008 – May 2009	STATE \$100 for postage and envelopes	Counselor Administrators Attendance Clerk	<ul style="list-style-type: none"> ✓ SASI Report 	School personnel encourage students to consistently attend school. Students understand the impact of daily attendance on their mastery of standards.
SC1.4	Attendance recovery for Fall, Spring and Summer Intercession	October 08. 09 April 09, 10 June 09, 10	None	Attendance Clerk Technology Director	<ul style="list-style-type: none"> ✓ SASI Report ✓ Attendance Logs 	Students will be able to recover absences by attending intersessions and Saturday School.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
SFC1.1 SC1.4	CPI training will be offered to address behavioral concerns prior to escalation.	March 2009	None	Administration	✓ Discipline Referrals	School personnel will be trained in alternative methods of dealing with disruptive behaviors.
SC2.2 SC2.3	ESOL teacher will facilitate training in regards to guidelines for registering possible ELL students, understanding the use of TransAct Communication website to access multiple language documents and understanding Federal guidelines for ESOL program.	August 2008 – May 2009	None	ESOL Teacher Administration Teachers	✓ Resource log ✓ Sign-in sheet for training	Unilingual parents will be given access to information about school events and educational programs in their native language.
	Monthly character awards will be given at Paw Pride assemblies to recognize students who exhibit good character traits.	August 2008- May 2009	None	Counselors	✓ Award Certificates ✓ Paw Pride Agenda	Students will be recognized for positive behavior choices.

**Walton County Public School System
Transition Plan
2007-2009**

System and School Name: Walton County – Monroe Elementary

School Year: 2007-2009

Identified Goals for Improvement:					
Goal: To implement various strategies to assist in a smooth transition to kindergarten and sixth grade.					
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
				Artifacts (Monitoring of Interventions)	Evidence (Student Learning Data)
<p>5th grade students will tour the middle school in the spring each year and receive orientation</p> <p>5th grade parents will be invited to a middle school orientation in the spring</p> <p>Middle school teachers and administration will be invited to a spring family night event at MES</p> <p>Appeal/Placement meetings will be held for 5th grade students who do not meet standards on the CRCT retest</p> <p>Middle School Administration will be invited to the placement meetings to offer input on the expectations of middle school and to share intervention that are offered at the middle school level</p> <p>A Student Educational Plan (SEP) will be developed for each student at the placement meeting</p>	<p>April 2009 – August 2009</p>	<p>Federal Title I Funds \$2000</p>	<p>Administration Teachers</p>	<p>POI file</p> <p>Placement Meeting Minutes</p> <p>SEP</p>	<p>Teachers will use the SEP plan strategies to move the students forward academically</p> <p>Student Learning Data – OAS Benchmark Assessments, A+ Learning BMA data, CRCT</p>

<p>The Lights Retention Scale will be used as a resource tool to assist in placement decisions</p> <p>A copy of the appeal meeting notes will be placed in the student's POI file or perm file</p> <p>January 2009 – pre k students will assume more personal responsible for school routines</p> <p>Pre-k teachers will collaborate with kindergarten teachers to give the pre-k students the opportunity to participate in kindergarten routines</p> <p>Pre-K students and parents will be invited to a “Kindergarten Round Up” in May each year. The students and parents will have an opportunity to meet the kindergarten teachers and tour the kindergarten classrooms</p> <p>Pre-K parents will receive a kindergarten packet containing information that can be reviewed in the summer with their students</p> <p>Middle school LEA will be a part of annual review meetings for students with disabilities.</p> <p>Grade level transition meetings will be held to provide each grade level with an opportunity to meet teachers and review expectations for the next year.</p>				<p>Parent Sign In sheets</p> <p>Summer Kindergarten Packets</p> <p>Kindergarten Round Up Flyers</p>	<p>GKIDS data from 1st round</p>
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Legend

<i>Abbreviation</i>	<i>Meaning</i>
LFS	LEARNING FOCUS STRATIES
GPS	GEORGIA PERFORMANCE STANDARDS
ISSEC	IN- SCHOOL SPECIAL EDUCATION COORDINATOR
NSSE	NATIONAL STUDY OF SCHOOL EVALUATION
TSS	TEACHER SUPPORT SPECIALIST
CRCT	CRITERION REFERENCE COMPETENCY TEST
ADD	ADDITION DONE DAILY
DOE	DEPARTMENT OF EDUCATION
DEES	DEPARTMENT OF EXCEPTIONAL EDUCATION SERVICES
IC	INSTRUCTIONAL COACH
MES	MONROE ELEMENTARY SCHOOL
EIP	EARLY INTERVENTION PROGRAM
RESA	REGIONAL EDUCATION SERVICE AGENCY