

# Accountability and School Improvement Plan

2017-2018

for

West Chatham Elementary School  
Savannah-Chatham County Public Schools

Sharon Draeger, M.Ed. Principal

M. Ann Levett, Ed.D. *Superintendent of Schools*

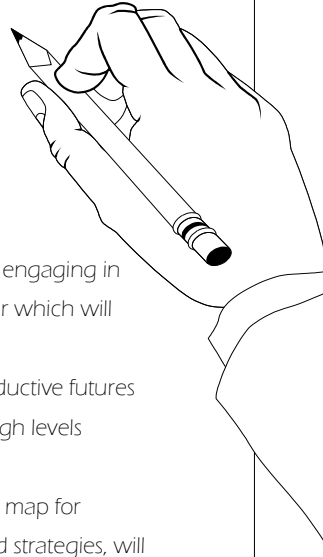
October 12, 2017

INSERT Revision Date (if applicable)



WCES/August, 2017

## I. Principal's Message



October, 2017

Dear Stakeholders:

I would like to inform you that West Chatham Elementary School is engaging in an ambitious school improvement planning process during this year which will focus on our:

**Vision:** From school to the world: **All** students prepared for productive futures

**Mission:** To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on **the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.**

Because we value your input and support, you are invited to join us as we work to make West Chatham Elementary School the school where courageous eagles soar.

Sincerely,

Sharon Draeger, M. Ed. Principal  
West Chatham Elementary School  
***Where Courageous Eagles Soar***

## II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

Committee Members/Representation		
Individual/Groups		Position
INSERT Name (print)	Signature	Title
Sharon Draeger		Principal
Kerry Terry		Parent
Jennifer Arrington		Parent
Tim Lovezolla		Parent/Business Partner
Ryan Johnson		Business Partner
Anne Rowland		5 <sup>th</sup> grade teacher/LT
Danielle Rock		4 <sup>th</sup> grade teacher/LT
Terry Douberley		3 <sup>rd</sup> grade teacher/LT
Sandra Garcia		2 <sup>nd</sup> grade teacher/LT
Kathy Lea		1 <sup>st</sup> grade teacher/LT
Mary Thaxton		Kindergarten/LT
Jennifer Brant		PreK/LT
Melissa Prescott Brown		GEP Teacher
Shawna Farley		Academic Coach
Jennifer Bass		GEP/Test Coordinator
Rebecca Johnson		EIP
Pat Brasfield		District Coach
Beth Tuck		District Coach

### III. Needs Assessment Data Sources

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<input checked="" type="checkbox"/> School Demographics (gender, race, poverty rate, etc.)	<input type="checkbox"/> Advanced Placement Exam Enrollment and Results	<input type="checkbox"/> Incidents of Physical Violence
<input checked="" type="checkbox"/> SWD Data	<input type="checkbox"/> HiQ Percentage	<input type="checkbox"/> Incidents of Possession of Firearms in School
<input checked="" type="checkbox"/> SRI Data	<input type="checkbox"/> Percent Staffed by Certified Teachers	<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School
<input checked="" type="checkbox"/> MAP Data	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement	<input type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus
<input checked="" type="checkbox"/> mCLASS	<input type="checkbox"/> Teacher Survey	<input type="checkbox"/> Hearing Office Data
<input checked="" type="checkbox"/> DIBELS Data	<input type="checkbox"/> Parent Survey	<input checked="" type="checkbox"/> Incidents of Out-of-School Suspensions
<input checked="" type="checkbox"/> GKAP-R	<input type="checkbox"/> Student Survey	<input type="checkbox"/> Incidents of In-School Suspensions
<input type="checkbox"/> GHSWT – First Time Pass Rate	<input type="checkbox"/> SACS/CASI	<input type="checkbox"/> Incidents of Expulsions
<input type="checkbox"/> EOCT Data (3-years)	<input checked="" type="checkbox"/> CCRPI Data	<input type="checkbox"/> Incidents of permanent Expulsion
<input checked="" type="checkbox"/> Gifted Programs Data	<input type="checkbox"/> Quarterly Assessment Data	
<input type="checkbox"/> SAT Participation and Results	<input type="checkbox"/> Disproportional Data	
<input type="checkbox"/> ACT Participation and Results	<input type="checkbox"/> PowerSchool Database Data	
<input type="checkbox"/> PSAT Participation and Results		

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<input type="checkbox"/> IB Programs Data	<input type="checkbox"/> Accountability and Assessment website	<b>Other</b>
<input type="checkbox"/> Post Secondary Enrollment Report	<input type="checkbox"/> Grade Distribution Report	<input type="checkbox"/> Parent Involvement Data
<input type="checkbox"/> Dual Enrollment Class Results and Enrollment		<input type="checkbox"/> 21 <sup>st</sup> Century Program Data
<input checked="" type="checkbox"/> Promotion/Retention Data		<input checked="" type="checkbox"/> PTA Membership
<input type="checkbox"/> Governor's Honors Program		<input type="checkbox"/> INSERT other applicable data source
<input checked="" type="checkbox"/> Attendance Data for Students and Staff		
<input type="checkbox"/> Dropout Rate (3-Years)		
<input type="checkbox"/> Cohort Graduation Rate (3-Years)		

Commented [S1]:

**Focus Area (#1): Continuous Growth of Student Academic Achievement**

Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

<b>GOAL 1.</b>	At least 75% of all students in grades K-5 will meet or exceed the Basic expected grade level RIT score in Reading by May, 2018.						
		K	1	2	3	4	5
	Basic	158	178	188	199	205	210
	Proficient	163	183	195	206	212	218
	Advanced	175	196	208	217	224	232
<b>RATIONALE:</b> This year is a benchmark year for NWEA MAP reading. We will use the data from this year to set the foundation for our reading growth.							

<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>
<ul style="list-style-type: none"> <li>• Fluid grouping of students during flex time</li> <li>• Wilson Foundations in required in primary grades to build phonetic fluency.</li> <li>• Guided Reading/Leveled Reading</li> <li>• Cross Curricular reading</li> <li>• Small group instruction</li> <li>• Read Naturally(Tier III) and Moby Max for remediation (Tier II)</li> <li>• Double dosing of Wilson for remediation in grades K-2</li> <li>• Fluency Checks with Running Records to collect data</li> <li>• Daily 5 :                             <ul style="list-style-type: none"> <li>○ Read to Self,</li> <li>○ Work on Writing,</li> <li>○ Read to Someone,</li> <li>○ Listen to Reading,</li> <li>○ Word Work</li> </ul> </li> <li>• Musical Explorers in Grade K- 2</li> <li>• Cold reads through Read Theory online</li> <li>• Anchor Charts will be used to record strategies, processes, cues, guidelines and other content during the learning process and will be displayed in class to be a visual reminder of the strategies.</li> <li>• Using Unify data to drive instruction</li> </ul>	<p>Addition of a .5 Academic Coach to assist with building the Balanced Literacy reading block.</p> <p>A series of trainings in Balanced Literacy to help better prepare teachers to implement the components of Balanced Literacy.</p> <p>Regularly scheduled PLC's will take place to discuss data and student work.</p>

<b>Monitoring (Artifacts)</b>	<b>Results</b> __Met __Not Met
Cold read scores NWEA MAP scores fall, winter, spring Running Records Lesson Plans Observations Unify Assessments	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
	<b>Principal</b> <b>Assistant Principal</b> <b>Teachers</b> <b>Academic Coaches</b> <b>School based Instructional Coach</b>

<b>GOAL 2.</b>	At least 75% of all students in grades K-5 will meet or exceed the Basic expected grade level RIT score in Math by May, 2018.						
		K	1	2	3	4	5
	Basic	155	177	188	199	209	217
	Proficient	163	184	196	206	215	227
	Advanced	177	198	209	219	231	242
	<b>RATIONALE:</b> This is the first year that Kindergarten and First Grade students will take the MAP Math test. We are looking for at least 75% of our students to score at least at Benchmark Basic level. The data from this year will give a better idea of our expected growth from year to year with all grade levels testing.						

<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>
Implementation of Eureka Math Differentiated Math centers/Guided Math Number Talks Common pre/post assessments Xtramath SumDog Kahn Academy during center times. Sprints for mathematical fluency during math block. Use of Exit Tickets to help define students' needs. Math journals Problem Solving in daily math lessons Small group instruction Moby Max for Tier II and Tier III RTI Required Flex block for targeted instruction ZEARN/Online learning	Addition of a .5 Academic Coach to assist with building competency in Eureka Math and assisting with professional learning to build the guided math block.  Trainings in Eureka to assist teacher teachers with the implementation of the components of the program. Trainings will be with district coaches as well as the in school coach.  Regularly scheduled PLC's will take place to discuss data and student work.  Support from district Academic Coaches

<b>Monitoring (Artifacts)</b>	<b>Results</b> __Met __Not Met
MAP Math data throughout the year Khan Academy data Quizzes Mid and End of Module assessments Unify Assessments	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
	<b>Principal</b> <b>Assistant Principal</b> <b>District Coaches</b> <b>School based Instructional Coach</b> <b>Teachers</b>

<b>GOAL 3</b>	By March, 2018 at least 10% of all students will be identified as gifted as compared to 9% in 2017 .  <b>RATIONALE:</b> We have seen a decrease in the number of gifted students over the last two years (2016, 2017). This contributed to a loss in gifted teaching staff, used exclusively to deliver gifted services and enrichment courses.
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<b>Instructional Strategies</b> Enrichment courses will continue to be delivered to students that score in the Advanced category of NWEA MAP and score in the distinguished level on GMAS in grades 3-5.  Gifted teachers will utilize Khan Academy to enrich math for students that show strength in this area.  Eureka Math will be used as an instructional instrument to enrich classroom instruction and build rigor for mathematical thinking.  Guided Reading on advanced levels  Moby Max online website will be used for enrichment and gifted students to enhance learning opportunities	<b>Related Professional Learning Strategies</b> Eureka Math professional learning provided by the School based Instructional Coach and District Coach  Balanced Literacy professional learning opportunities with school based coaches.
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<b>Monitoring (Artifacts)</b>	<b>Results</b> __Met    __Not Met
NWEA MAP scores fall, winter, spring Running Records Lesson Plans Observations Unify Assessments	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
	<b>Principal</b> <b>Assistant Principal</b> <b>Teachers</b> <b>Academic Coaches</b> <b>School based Instructional Coach</b>

<b>GOAL 4.</b>	To increase the school's College and Career Readiness Performance Index from the base line year 2016 score of 69.8 to 73.0 in school year 2018 <b>RATIONALE:</b> As part of district's performance contract, each school is required to improve their CCRPI score. WCES is determined to meet the district's request for improvement.
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<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>
Administrative monitoring of instruction and lesson plans  Using Depth of Knowledge levels 3 & 4 to build rigor into lessons  Monitoring of student data through routine PLCs.  Flex groupings for struggling students with focused instruction in mandatory flex blocks.  Completion of Career Lessons in Grades K-4 Completion of Career Portfolios in Grade 5  Utilization of SLDS to build lessons and monitor student growth.  Utilization of Unify Web Portal for monitoring student achievement.	Depth of Knowledge training for all staff will take place in two segments throughout the year.  Unify training for all grade levels

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Fluid Flex groups; small group centers for Math, ELA and Science – choice activities, use of rubrics and student self-assessments	
<b>Monitoring (Artifacts)</b>	<b>Results</b> __Met __Not Met
Career Portfolios Lesson Plans Observations Monitoring of SLDS website	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
	<b>Principal</b> <b>Assistant Principal</b> <b>School based Instructional Coach</b> <b>Counselor</b> <b>Teachers</b>

**Focus Area (#2): Safe, Secure, and Disciplined Learning Environment**

<b>GOAL 1.</b>	The safety committee will meet monthly to complete two table safety exercises and one functional safety exercise, one of which will be an active shooter drill. <b>RATIONALE:</b> In an ongoing effort to keep West Chatham Elementary safe and secure it is necessary to hold practical and realistic opportunities for staff and students to practice their responses when emergencies or threats arise. Active Shooter drills are imperative given the number of schools that have been involved in active shooter events.
<b>Strategies</b>	<b>Related Professional Learning Strategies</b>

<p>Over the past few years our ERT has kept up to date on all table tops, drills and practice runs. We will participate in drills and safety activities of different emergency situations to help us stay ready if a true emergency ever took place.</p> <p>There are a few areas that we need to address to keep our school as safe and secure as possible.</p> <ol style="list-style-type: none"> <li>1) At least one grade level member and 7 other members of the staff members will be CPR and First Aid Trained.</li> <li>2) At least one of the safety drills will include an active shooter scenario.</li> <li>3) Staff will be trained on AED and Epi Pen use</li> <li>4) Purchase at least two more hand held radios for staff use.</li> </ol>	<p><b>CPR and First Aid Training</b></p> <p><b>CRASE: Active Shooter Training</b></p>
<p><b>Monitoring (Artifacts)</b></p>	<p><b>Results</b>    __Met __Not Met</p>
<p>ERT team minutes</p>	
<p><b>Funding Source/Approximate Amount</b></p>	<p><b>Person(s) Responsible</b></p>
	<p><b>Principal</b>  <b>Assistant Principal</b>  <b>ERT Team</b></p>

<p><b>GOAL 2.</b></p>	<p>Reduce the percent of students missing fewer than 6 days of school. This goal is to move the number of students missing less than 6 days of school from 69% to 72% by May, 2018.  <b>RATIONALE:</b> While the school received CCRPI points for attendance last school year, the team felt it was important to reduce this number of students in an effort to put a greater emphasis on school attendance.</p>
<p><b>Strategies</b></p>	<p><b>Related Professional Learning Strategies</b></p>

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<p>Families will be advised, by letter, when their child misses 3 unexcused days of school.</p> <p>Parents will sign an Attendance Promise to help demonstrate the importance of school.</p> <p>Highlight Attendance Awareness month (September, 2017):  <a href="http://awareness.attendanceworks.org/resources/count-us-toolkit-2017/how-to-use-this-toolkit/">http://awareness.attendanceworks.org/resources/count-us-toolkit-2017/how-to-use-this-toolkit/</a></p> <p>Send the school social worker as needed.</p> <p>Reward students with perfect attendance on a quarterly basis during awards celebration.</p>	<p><b>Use of Awareness Works website by attendance committee.</b></p>
<p><b>Monitoring (Artifacts)</b></p>	<p><b>Results    __Met    __Not Met</b></p>
<p>Attendance Committee will meet weekly to review possible attendance concerns.</p>	
<p><b>Funding Source/Approximate Amount</b></p>	<p><b>Person(s) Responsible</b></p>
	<p><b>Principal Counselor/s Information Specialist School Social Worker</b></p>

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Focus Area (#3): Community Engagement

<b>GOAL 1.</b>	Continue Model PTA status for the 2017-2018 school year and continue to develop methods to maintain that status for years to come. <b>RATIONALE:</b> PTA has continuously helped the school engage our community and parents in school events.
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Instructional Strategies	Related Professional Learning Strategies
<p>PTA and school administration created a master calendar for the 2017 – 2018 school year. All PTA activities and fund raisers were listed. Student performances will be a part of meetings. This will encourage families to attend.</p> <p>PTA has implemented several new strategies to increase its membership. Boosterthon has been incorporated as the main fund raiser for PTA. The children of PTA members are allowed to dress out of uniform on the last Friday of each month. In order to be a participating business partner at our Annual Trunk or Treat businesses must join PTA as a community member. Coordinate with PTA Parent Involvement Chair to implement the following:</p> <ul style="list-style-type: none"> <li>• Provide information to parents about school business, curriculum, GMAS and benchmark testing</li> <li>• Maintain parental support and understanding of school process.</li> <li>• Keep PTA informed of goals and budgets.</li> <li>• Provide opportunities to increase parent volunteer assistance with students.</li> <li>• Assessment of effectiveness of school improvement plan through surveys.</li> <li>• Open communication between principal and parents</li> </ul>	<p><b>PTA Board attends quarterly meetings</b></p>
<b>Monitoring (Artifacts)</b>	<b>Results</b> __Met __Not Met
PTA Meeting sign in and minutes Annual Calendar	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
PTA budget	PTA Board Administration

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**Focus Area (#4): Fiscal Responsibility**

<b>GOAL 1.</b>	Maintain positive balances in all account lines. <b>RATIONALE:</b> Utilizing the budget wisely and keeping account lines out of negative status will help to facilitate purchases that the school needs, such as technology.
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<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>
Allocate funds for teacher supply spending. Focus budget on true needs Spot check budget for discrepancies and to maintain budget lines.	
<b>Monitoring (Artifacts)</b>	<b>Results</b> __Met __Not Met
Monthly Budget Reports	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
	<b>Principal Admin Secretary</b>