



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

NAME OF SCHOOL/PRINCIPAL: Cartersville Primary School

Principal: Gina Bishop

NAME OF DISTRICT/SUPERINTENDENT: Cartersville City Schools

Superintendent: Dr. Howard Hinesley

Comprehensive Support School *Targeted Support School* *School-wide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

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 (SWP 8, 16)

Name	Position/Role	Signature
Gina Bishop	Principal	
Katie Vaughan	Assistant Principal	
Denise Osborn	Pre-K Site Director	
Kelly Hopkins	Instructional Lead Teacher/RTI Coordinator	
Renee Dittmer	Kindergarten Lead Teacher	
Tara Peters	Kindergarten Lead Teacher	
Lauren Robinson	1 st Grade Lead Teacher	
Allison Nelson	1 st Grade Lead Teacher	
Melanie Paige	2 nd Grade Lead Teacher	
Robin Harkins	2 nd Grade Lead Teacher	
Jessica Bunce	SPED Lead Teacher	
Leighanne Young	ESOL Lead Teacher	
Leah Hobgood	Gifted Lead Teacher	
Sonny Hattaway	Specials Lead Teacher	
Carol Apple	Counselor	
Pam Ragan	Counselor	

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I School-wide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School _____ (Yes or No) School Designated as a Focus School _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Provide professional learning to all staff in any needed content area to help them support student growth and achievement. The school leadership conducted a comprehensive needs assessment to determine weaknesses in the school and our next steps for professional learning.</p>	<ol style="list-style-type: none"> 1. Student growth reports will show growth through DIBELS math and reading, E-spark, Class Works, ACCESS testing, etc. 2. Teacher TKES self-assessments, goals, and professional conversations through teacher conferences 3. Data taken from PL Staff Survey 	<p>All Staff at CPS School Leadership Team School Governance Council</p>	<p>Stakeholders are informed of comprehensive needs assessment through Title 1 family nights and events, School Governance Council meetings, and PTC meetings to share the professional learning that is being provided.</p> <p>A professional learning schedule is kept by administration at CPS.</p>
<p>Provide a solid tier 1 instruction to all students. There is a tier 1 instructional weakness, especially in the area of reading fluency. There is a need to build a stronger universal tier one instruction to increase math and reading levels K-2.</p>	<ol style="list-style-type: none"> 1. DIBELS – reading and math progress monitoring data 2. ACCESS scores 3. Bridges Comprehensive Math Assessment 4. Use of DRA (to measure students reading level growth) 	<p>Administrators Lead instructional specialist Teachers Paraprofessionals Students Parents</p>	<ol style="list-style-type: none"> 1. Training for teachers in Georgia Standards of Excellence, use of common performance tasks & a variety of formative assessments 2. Parent learning opportunities to support instruction at home 3. Parent-Student-teacher conferences 4. Newsletters/websites/ principal school messenger
<p>Provide effective and differentiated tier 2 support in reading and math.</p>	<ol style="list-style-type: none"> 1. Teacher needs based lesson plans 2. E-Spark (K&1st) and Classwork (2nd) growth. 3. DIBELS progress monitoring growth in reading & math 4. Reading Eggs and Math Seeds programs 	<p>Administrators Lead instructional specialist Teachers Paraprofessionals Students Parents</p>	<ol style="list-style-type: none"> 1. Training for teachers in next steps to provide targeted support in areas of weakness 2. RTI/SST documentation 3. Conferences 4. Student growth shared with parents and meetings and conferences
<p>Promote an on-going open communication line between school personnel and between home and school. These areas include: school events and opportunities, common grading and reporting procedures, collaborative planning horizontally and vertically, as well as increased use of data to improve student academic progress.</p>	<ol style="list-style-type: none"> 1. See Saw 2. Class folders with student agendas 3. Newsletters 4. Gold Slips, Character Education Celebrations 5. CPS Parent/Family events sponsored by the school and PTC. 6. Parent Resource Room 7. Data Notebooks 8. Report Cards 9. AST meetings 	<p>Administrators Lead instructional specialist Teachers Counselors Paraprofessionals Students Parents</p>	<ol style="list-style-type: none"> 1. Parent conferences 2. Parent/Family events 3. Newsletters, agendas, websites and webpages 4. Use of technology (See Saw, Class Dojo) to share student updates 5. Principal school messenger 6. Agenda meeting minutes for meetings 7. Collaborative planning documents

SMART GOAL #1: K & 1st grade students will increase on the grade level composite reading score in DIBELS by 5% from the beginning of the year to the end of the year for the 2016-17 school year. 2nd grade will increase in DIBELS on Oral Reading Fluency from an average of 65.7 words per min to 100 words per min from the beginning to the end of the year.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (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>Standard 3: (Instruction) Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency to the Georgia Standards of Excellence.</p> <p>Standard 6: (Professional Learning) Monitors and evaluates the impact of professional learning on staff practices and student learning.</p> <p>Standard 2: (Assessment) Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p>	All Students, All CPS Staff	<p>Continue focusing on providing strong tier 1 instruction as well as providing effective tier 2 differentiated needs based instruction.</p> <ul style="list-style-type: none"> Utilize universal screeners and formative assessments data to revise and inform instruction. Provide staff training on programs like Saxon, Lucy writing, E-Spark, and Class Works to ensure fidelity of delivery. Teach basic vocabulary students are missing. This also includes directional vocabulary. Provide explicit professional learning on how to manage your classroom-setting up strong rituals and routines to ensure a well-run classroom so instruction can take place with few interruptions. Increase reading and writing stamina in grades K-2nd. Title I funded Instructional Lead will assist teachers in providing appropriate interventions and classroom support. Provide meaningful and useful feedback to students. 	Individual student progress data, documentation from grade level meetings and professional learnings in the form of agendas and minutes, professional learning logs and professional learning calendars.	<p>School Leaders Demonstrate: Implementation of professional learning sessions facilitated by teacher leaders and the Title I instructional lead teacher in the building. Create schedules and calendar with student achievement a top priority.</p> <p>Locate individuals and trainings to attend in order to provide quality professional learning.</p> <p>Provide coverage for teachers to conduct peer observations.</p>	<p>Collaborative planning built into master content schedule to provide protected time to review data.</p> <p>Weekly grade level planning and discussion of GA Standards of Excellence and of lessons being designed. Vertical planning to ensure consistent use of common vocabulary. School professional learning how to differentiate for gifted and high achieving students.</p> <p>Peer observations of other teachers serving as an instructional leader in that area/content.</p>	Funding for in-house professional learning to review data, revise and plan instruction, and receive professional learning. Funding for trainings on the programs and materials such as Saxon, Lucy writing, etc to ensure fidelity of teacher delivery to students. Funds for substitutes. Funding for Title 1 instructional lead teacher.

SMART GOAL #2: K – 2nd grade students will increase on the grade level Bridges Comprehensive Math Assessment from May 2016 to May 2017. Kindergarten will increase from 93% to 95% meeting, 1st grade will increase from 75% to 80% meeting, and 2nd grade will earn a score of 80% meeting in 2017.

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<p>Standard 3: (Instruction) Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency to the Georgia Standards of Excellence.</p> <p>Standard 6: (Professional Learning) Monitors and evaluates the impact of professional learning on staff practices and student learning.</p> <p>Standard 2: (Assessment) Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p>	All Students, All CPS Staff	<p>Continue focusing on providing strong tier 1 instruction as well as providing effective tier 2 differentiated needs based instruction.</p> <ul style="list-style-type: none"> Utilize universal screeners and formative assessments data to revise and inform instruction. Provide staff training on programs like Bridges, Math Workplaces, Number Corner, E-Spark, and Class Works to ensure fidelity of delivery. Teach basic vocabulary students are missing. This also includes directional vocabulary. Provide explicit professional learning on how to manage your classroom-setting up strong rituals and routines to ensure a well-run classroom so instruction can take place with few interruptions. Increase reading and writing stamina in grades K-2nd. Title I funded Instructional Lead will assist teachers in providing appropriate interventions and classroom support. Provide meaningful and useful feedback to students. 	Individual student progress data, documentation from grade level meetings and professional learnings in the form of agendas and minutes, professional learning logs and professional learning calendars.	<p>School Leaders Demonstrate: Implementation of professional learning sessions facilitated by teacher leaders and the Title I instructional lead teacher in the building. Create schedules and calendar with student achievement a top priority.</p> <p>Locate individuals and trainings to attend in order to provide quality professional learning.</p> <p>Provide coverage for teachers to conduct peer observations.</p>	Collaborative planning built into master content schedule to provide protected time to review data. Weekly grade level planning and discussion of GA Standards of Excellence and of lessons being designed. Vertical planning to ensure consistent use of common vocabulary. School professional learning how to differentiate for gifted and high achieving students. Peer observations of other teachers serving as an instructional leader in that area/content.	Funding for in-house professional learning to review data, revise and plan instruction, and receive professional learning. Funding for trainings on the programs and materials such as Bridges, Number Corner, etc to ensure fidelity of teacher delivery to students. Funds for substitutes. Funding for Title 1 instructional lead teacher.

SMART GOAL #3A: In order to improve the home-school connection, CPS will implement the Seesaw communication tool and have 50% parent participation in this first year of implementation.

SMART GOAL #3B: CPS will create and publish common grading and reporting practices and document horizontal and vertical collaboration.

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<p>Standard 5: (Student, Family, Community involvement and support) The school as a community of learners involves parents and community members as active participants. There is consistent and growing evidence of parent involvement and a process of two-way communication.</p> <p>Standard 8: (School Culture) The school culture reflects norms, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.</p>	All students, All CPS staff, and Parents	<p>Promote an on-going open communication line between school personnel and between home and school.</p> <ul style="list-style-type: none"> Utilize the Seesaw technology program to create an open communication system between teacher and parent/guardian. Increased communication to the whole class or to individual students or classroom learning and ways to support learning at home Increased communication to the whole class on upcoming events and news on the class, grade-level, and school. Increased communication among staff members regarding grading practices and reporting procedures. Increased use of data to inform instruction to improve academic achievement and to keep an open line of communication regarding progress on student learning goals. This will occur through the use of vertical and horizontal team meetings. 	<p>Data reports showing the number of students in each homeroom that have parents/guardians that have registered for Seesaw.</p> <p>Meeting agendas from staff collaboration meetings.</p> <p>Parent/Teacher meetings and conferences.</p> <p>Summer Retreat for school leadership team</p>	<p>All stakeholders (students, parents, and CPS staff) support the registration and frequent use of Seesaw.</p> <p>Increased uniformity in grading and reporting practices.</p> <p>Meeting notes and conference notes with signatures.</p> <p>Retreat notes and work produced with sign-in-sheets.</p>	<p>Homeroom level reports showing the number of students' parents who have registered for Seesaw.</p> <p>Seesaw reports showing the frequency of teacher downloads to Seesaw.</p> <p>Teachers and Admin will have meetings regarding grading practices/decisions in grade levels.</p> <p>Horizontal meetings will occur weekly and vertical will occur quarterly.</p>	<p>Purchase of the Seesaw program for the school.</p> <p>No cost for teacher collaboration meetings. These will occur after school.</p> <p>Summer Retreat – cost of lunch and stipends (\$150 for each team member)</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Provide professional learning to all staff in any needed content area to help them support student growth and achievement.	August 2016 - June 2017	Cost for registration fees and travel expenses, substitutes, training materials, and the salary to continue the Title 1 instructional lead position.	Administration, Title 1 Lead Instructional Teacher, and CPS Staff	TKES evaluations and informal admin walk-throughs in every classroom.	TKES observations, increase in DIBELS reading and math and Bridges Comprehensive Math Assessment, and increase on students' DRAs.

Highly Qualified Staff

(SWP 3, 5)

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.

Cartersville Primary School continues to strive to raise academic achievement for all students. Retaining effective staff and attracting high quality applicants is of utmost importance. If teachers constantly enter and leave the profession, training to improve teacher knowledge will never develop to the extent needed to increase student achievement. Currently, 100% of the teachers on our staff are considered highly qualified. Professional learning opportunities are abundant within our school and system. Teachers are continuously working towards and supported in improving content knowledge, effective teaching strategies, and efficient classroom management practices. CPS has little turnover at the end of each school year. When a position does become available, our school reviews and interviews highly qualified candidates in a structured, organized fashion. The administrative team works closely with the leadership team in an effort to support all teachers and their commitment to the school with various initiatives such as providing continuous professional learning and maintaining an open door policy. New teachers in our school system also receive new teacher orientation and are assigned a mentor through a mentoring program.

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 1 - <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>