



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

OF SCHOOL/PRINCIPAL: Susan Robertson

OF DISTRICT/SUPERINTENDENT: Franklin County/ Wayne Randall

***Comprehensive Support School* *Targeted Support School* *Schoolwide Title 1 School* *Targeted Assistance Title 1 School*
Title 1 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.

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_____ Date ____

_____ Date _____

_____ Date _____

_____ Date _____

	Position/Role	Signature
	Administrator	
	Administrator	
	Administrator	
	Teacher	
	Parent	
	Counselor	
	Teacher	
	SPED Teacher	

	Parent	
	Parent	
	SPED Teacher	
	Teacher	
	Academic Coach	

ittee Members (SWP 8, 16)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents Stakeholders
	2015 - 2016 ELA Milestones	All teachers, parents and staff	Parent conferences and Title Meeting
Cultural and Climate	2015 - 2016 Attendance Data	All teachers, parents and staff	Parent conferences and Title Meeting

GOAL #1 The percentage of students missing less than 3 days will increase from 30% to 40% on the Infinite Campus Attendance and 7 Mindsets

Students must be taught the skills and behaviors necessary to become successful and socially responsible. A school setting should be one that promotes positive mindsets and behavior from all students. All CES staff will be responsible for fostering and creating this positive environment.

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
		Artifacts	Evidence	
Administrators District Personnel	<p>Emphasize attendance through shared responsibility</p> <ul style="list-style-type: none"> • Administrative monitoring of attendance and support. • Survey to Parents for Attendance Awareness • Communicate attendance policy to parents • Bell to Bell Competition between District Elementary Schools • Incentives/give monthly reward and announce students' names in the lunchroom. • Attendance Banner for highest attendance percentage for each grade level. • Teachers make contact with parent on the day of student absence. After three absences contact Assistant Principal. 	<p><u>How:</u></p> <ul style="list-style-type: none"> - Monthly Charts - Infinite Campus 	<p>School Leaders Demonstrate:</p> <p>CES Faculty and Staff Principal, Susan Robertson Asst. Principal, Karen Correia Asst. Principal Susan Boswell</p> <p>Who: CES Admis. CES Climate Team. CES Teachers and Staff</p>	<p>Eagle Newsletter announcements of class winners of attendance banners District Announcements of School Winners in Newspaper/Radio Increased percentage in</p>

<p>Teachers</p>	<p>After five absences AP contacts Attendance Officer</p> <ul style="list-style-type: none"> • Administrators do a call out monthly addressing attendance • End of year award ceremony for perfect attendance • Quarterly Attendance Incentives for Family • Monthly Staff Meetings Drawing for Gift Cards 		<p>District office staff Reports PBIS Lessons Teachers Demonstrate:</p> <p><u>Monitor</u> Who: GADOE monitoring of PBIS When: August 8, 2016 – May, 2017</p>	
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<p>Teachers</p> <p>Students</p>	<p>To create a culture of achievement.</p> <ul style="list-style-type: none"> ● Teachers will maintain established routines, rituals, and procedures that support school PBIS expectations ● Students will say SOAR pledge daily during the announcements. ● The plan will be shared with the CES faculty and staff with each revision during faculty meeting ● Post Signs and Matrix for expectations ● Use the new behavior referral form ● Role-play expected behaviors for each area on Matrix and implement lesson plans ● Analyze and share PBIS Data in SWISS with faculty at faculty meetings 			
<p>Administrators</p> <p>Parents</p>	<p>Empower teachers to develop positive relationships with students and with parents</p> <ul style="list-style-type: none"> ● Facilitate conversations about the Seven Mindsets. ● Send daily morning Mindset empowering quotes ● Include Mindset Teacher activity during monthly faculty meetings. <p>Parent Compact Parent Teacher Student Compact will include strategies for each to use to support students in their reading goals.</p>		<p>Coordinate Mindset Training Leading Book studies</p> <p>When: August8, 2016 – May, 2017</p>	

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RT GOAL #2 The percentage of students scoring in level 3 and 4 in ELA will increase from 38% to 45% on the End of Grade M

Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
(SWP 9)				
Administ rators	<ul style="list-style-type: none"> Implementation and monitoring of Georgia Standards of Excellence English Language Arts Standards across all subject areas Schools will use prescribed assessments: DIBELS (k - 3) RI (3 - 5) Full implementation of Bookworms from Comprehensive Reading Solutions in classroom setting as part of a 120 minute literacy commitment 105 at Intermediate Small group instruction using Makenna and Walpole intervention materials. Professional Learning PALS Strategy Jake Nagy Zoie P observe Tier 1 instruction and word study PL Jan Black RACE Strategy Attend Striving Reader Fall Cohort 4 Leadership Institute Purchase and Implement myON, a personalized literacy platform, that provides anytime, anywhere access to a 		<p>School Leaders Demonstrate:</p> <p><u>Oversee Implementation</u></p> <p>How: K, and 1st grade teachers will work two days to create curriculum maps and common assessments. 2nd grade teacher will work three days to create curriculum maps and common assessments.</p> <p>Teachers, administration, and academic coach will attend initial 1½ day training on The Comprehensive</p>	<p><u>Progress</u></p> <p>How: SRI/DIBELS Assessment data</p> <p>Data analysis meetings among grade level teams.</p> <p>Registration confirmation Travel reimbursement forms</p> <p>When: <u>End result</u> - Increase</p>
Teachers				
Students				

<p>Parents</p>	<p>library of enhanced digital books and assessments over the Internet.</p> <ul style="list-style-type: none"> ● Professional Development Training of DOK and why Rigor matters by Tawny Taylor ● Monitor Benchmarks not met during progress monitoring ● Mid-Year IDI with Red Flag students ● Professional Learning of Google Classroom for collaboration with students ● Writing Conferences with Consultant from Teacher's College ● Administer and analyze results from effective surveys, screenings, benchmark, and diagnostic tools. <p>Parent Night to inform and involve parents with MyOn training and Literacy Night to implement and introduce parent resources</p>		<p>Bookworm Reading curriculum. Teachers will participate in training, professional learning, and support on best practices in Tier 1 literacy instruction. <u>When:</u> On- going throughout the year <u>Monitor</u> How: Teachers will continue to use DIBELS Next as a universal screener to monitor and assess student-reading progress.</p>	<p>Achievement</p> <p>When: End of Year EOG</p>
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3 CES elementary will improve from emerging and score operational or exemplary on the Georgia School Performance Standard for learning communities

Focus on our work of improvement by engaging in effective practices of Professional Learning Communities.

Share a collective responsibility to ensure ALL students are learning and making progress. This is best accomplished by working together on interventions, and collectively evaluate the impact of teachers and programs. (DuFour) (SWP 2, 7, 9, 10)

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<ul style="list-style-type: none"> • Create teams who clarify learning intentions, monitor each student in a timely manner, provide systematic interventions and check to see that all students reach success criteria • Utilizing PLC structures to engage in analysis, reflect instructional strategies and improve student learning • PLC teams will receive professional learning Increased questioning strategies posed in the classroom • Continue professional learning and classroom support Workshop implementation (k- 5 • Teacher self video and reflection (of writing instruction) • Jake Nagy - PALS Training • Zoie P - Consultant to observe Tier 1 instruction to p • Jan Black - RACE Strategy • Tawni Taylor from GADOE presentation of DOK • On-going Throughout the year 	<p>Various Data</p> <p>PLC Sign In Sheets</p>	<p><u>School Leaders</u> <u>Demonstrate:</u> <u>Monitor</u> Who: CES Admins. Observational notes for TKES When: Tuesdays of each week and throughout the year</p> <p><u>Teachers</u> <u>Demonstrate:</u> When: Tuesdays of each week <u>PL/Support</u> Who: Angela McGarity How:PLD - When: on-going and During Grade level planning</p>	<ul style="list-style-type: none"> • CES Admins <p>How:</p> <ul style="list-style-type: none"> • AC facilitation • Make time available for PLCs • Attend PLCs weekly on a rotating basis
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Professional Learning Plan to Support School Improvement Plan

Resources:

ool Performance Standards - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

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Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

er) - <http://www.indistar.org/>

Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>