



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

NAME OF SCHOOL/PRINCIPAL:

Parkwood Elementary/Dr. Janet Sorrell

NAME OF DISTRICT/SUPERINTENDENT:

Houston County/Dr. Mark Scott

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

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

Name	Position/Role	Signature
Janet Sorrell	Principal	
Kelly Munn	API	
Reginald Sanks	APD	
Latricia Taylor	Counselor	
Stephanie Bennett	Instructional Coach	
Katherine Spradlin	Kinder and first grade	
Jordan Tinnin	Second and third grade	
Heather Held	Fourth and fifth grade	
Melissa Castle	Media Specialist	
Joanna Daniels	Support Teachers	
Kellie Dowdy	Special Education	
Kaitlin Bryant	Teacher at large	

Title I only
 The Letter of Intent for Title I Schoolwide was submitted on _____.

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

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Reading	HCLI/BAS GMAS Monthly running records	Certified Teachers (K-5) Early Intervention Reading Teacher Administration Instructional Coach Interrelated Sped Teachers Parents/Stakeholders Students	Administration Parent Involvement Coordinator Progress Reports/Report Cards Academic Nights Lunch and Learn Workshops Parent Conferences Parent phone calls/texts
Math	GMAS County Benchmarks Common Assessments GKIDS	Certified Teachers (K-5) Early Intervention Math Teacher Administration Instructional Coach Interrelated Sped Teachers Parents/Students	Administration Parent Involvement Coordinator Progress Reports/Report Cards Academic Nights Lunch and Learn Workshops Parent Conferences Parent phone calls/texts

SMART GOAL #1 (Increase the percentage of third through fifth grade students achieving a proficient or above score on the ELA GMAS assessment from a baseline of 22% in May 2017 to 29% by May 2018.)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Division of School and District Effectiveness | School Improvement PLAN

<p>GSPS:</p> <p>Curriculum Standard 1</p> <p>Assessment Standards 2,3,4</p> <p>Instruction Standards 4,5, 9</p> <p>Professional Learning Standards 1 & 5</p>	<p>All students in grades 3, 4, and 5.</p>	<p>Strategy: Focus on building student's individual reading skills (comprehension, fluency, vocabulary) during Readers Workshop Instructional Framework.</p> <p>Actions:</p> <ul style="list-style-type: none"> Utilize data obtained from Write Score, RAZ kids reading assessment, small group work, or individual student conferences to create small groups with similar instructional needs. Utilize targeted, skill specific small group instruction during the application portion of the Readers Workshop. Utilize school created Unit Standards Maps to track each student's mastery of reading standards. Provide students with high-interest, leveled texts in the classroom libraries and media center to encourage sustained, independent reading. <p>Strategy: Focus on building student's individual reading skills (comprehension, fluency, vocabulary) during academic opportunity time.</p> <p>Actions:</p> <ul style="list-style-type: none"> Provide students with 30 minutes each day for reading remediation and enrichment using Leveled Literacy Intervention Kits when appropriate. Reading enrichment and remediation using Education Galaxy when appropriate. Reading strategies using Reading Detective when appropriate. <p>Strategy: Provide teachers with collaborative planning time to plan best practices and analyze student data for the purpose of differentiating instruction.</p> <p>Actions:</p> <ul style="list-style-type: none"> Collaborative planning for each grade level in advance of each unit. Twice weekly grade level collaboration for instruction, assessment, and next steps. 	<p>Lesson Plans</p> <p>RAZ Kids Reading Assessment Reports</p> <p>Standards Maps</p> <p>Conference Notes</p> <p>HCLI Data Wall</p> <p>Write Score Data</p> <p>Unit planning agendas</p> <p>Collaboration agendas</p>	<p>School Leaders Demonstrate: Walkthroughs TKES LKES</p> <p>Teachers Demonstrate: Collaboration TKES</p> <p>Students Demonstrate: Reading notebooks Goal setting Self-assessment</p>	<p>Administrative Walkthroughs incorporating progress checks on:</p> <ul style="list-style-type: none"> Standards maps Conference notes Lesson plans Small group instruction. RTI Use of LLI kits <p>Administrative conferences with School Instructional Coach and Intervention Teacher.</p> <p>Data review of monthly running record assessments during grade level collaboration.</p> <p>Twice annual review of Write Score data during grade level collaboration meetings in grades 3, 4, and 5.</p>	<p>\$75,000 Title 1</p> <ul style="list-style-type: none"> -Write Score -LLI kits -Supplemental books. -RAZ Kids -Literacy center resources -Education Galaxy software -Brain Pop software program -Reading Detective program Ipads for small group work -Unit planning subs for release time -Resources to integrate literacy into science and social studies -Teacher training by School Instructional
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Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
		<p>Strategy: Provide students with targeted interventions focused on their individual learning needs to strengthen literacy skills.</p> <p>Actions:</p> <ul style="list-style-type: none"> Intervention teacher will meet with "bubble" students, i.e. those who scored slightly below or slightly above developing learners on ELA GMAS for targeted interventions. 				<p>Coach subs for release time</p> <p>Targeted intervention instruction with the intervention teacher</p> <p>-After school tutoring</p> <p>-Summer Reading program</p>

SMART GOAL #2 (Increase the percentage of students in K-2 reading on grade level at the end of the school year as determined by HCLI from a baseline of 56% in May 2017 to 63% in May 2018.)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

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<p>GSPS:</p> <p>Curriculum Standard 1</p> <p>Assessment Standards 2,3,4</p> <p>Instruction Standards 4,5, 9</p> <p>Professional Learning Standards 1 & 5</p>	<p>All students in Kindergarten, First, and Second grade.</p>	<p>Strategy: Focus on building student's individual reading skills (comprehension, fluency, vocabulary) during Readers Workshop Instructional Framework.</p> <p>Actions:</p> <ul style="list-style-type: none"> Utilize data obtained from RAZ Kids Reading assessment, RAZ Kids reports, small group work, or individual student conferences to create small groups with similar instructional needs. Utilize targeted, skill specific small group instruction during the application portion of the Readers Workshop. Utilize school created Unit Standards Maps to track each student's mastery of reading standards. Provide students with high-interest, leveled texts in the classroom libraries and media center to encourage sustained, independent reading. <p>Strategy: Focus on building student's individual reading skills (comprehension, fluency, vocabulary) during academic opportunity time.</p> <p>Actions:</p> <ul style="list-style-type: none"> Provide students with 30 minutes each day for reading remediation and enrichment using Leveled Literacy Intervention Kits when appropriate. Running records on reading level for each student done at intervals no longer than every six weeks. <p>Strategy: Provide teachers with collaborative planning time to plan best practices and analyze student data for the purpose of differentiating instruction.</p> <p>Actions:</p> <ul style="list-style-type: none"> Collaborative planning for each grade level in advance of each unit. Twice weekly grade level collaboration for instruction, assessment, and next steps. 	<p>Lesson Plans</p> <p>RAZ Kids Reading Assessment Reports</p> <p>Standards Maps</p> <p>Conference Notes</p> <p>HCLI Data Wall</p> <p>Unit planning agendas</p> <p>Collaboration agendas</p>	<p>School Leaders Demonstrate:</p> <p>Walkthroughs TKES LKES</p> <p>Teachers Demonstrate: Collaboration TKES</p> <p>Students Demonstrate: Independent reading</p>	<p>Administrative Walkthroughs incorporating progress checks on:</p> <ul style="list-style-type: none"> Standards maps Conference notes Lesson plans Small group instruction. RTI Use of LLI kits <p>Administrative conferences with School Instructional Coach</p> <p>Data review of running record assessments during grade level collaboration.</p>	<p>\$75,000 Title 1</p> <p>-LLI kits</p> <p>-Supplemental books.</p> <p>-Literacy center (stations) resources</p> <p>-RAZ Kids</p> <p>-Brain Pop software</p> <p>Education Galaxy software</p> <p>Ipads for small group work</p> <p>-Unit planning subs for release time</p> <p>-Teacher training by School Instructional Coach subs for release time</p> <p>After school tutoring</p> <p>Summer Reading Program</p>
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SMART GOAL #3 (Increase the percentage of third through fifth grade students achieving a score of proficient or above on the Math GMAS assessment for a baseline of 18% in May 2017 to 25% by May 2018.)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>GSPS:</p> <p>Curriculum Standard 1</p> <p>Assessment Standards 2,3,4</p> <p>Instruction Standards 4,5, 9</p> <p>Professional Learning Standards 1 & 5</p>	<p>All students in grades 3, 4, and 5.</p>	<p>Strategy: Focus on building student's individual math skills during the Math Instructional Framework.</p> <p>Actions:</p> <ul style="list-style-type: none"> Utilize data obtained from County Benchmark assessments, grade level common assessments, small group work, or individual student conferences to create small groups with similar instructional needs. Utilize targeted, skill specific small group instruction during the application portion of the Instructional Framework. Utilize school created standards maps to track each student's mastery of math standards. <p>Strategy: Provide teachers with collaborative planning time to align instruction with standards, analyze student data for the purpose of differentiating instruction, and build common expectations.</p> <p>Actions:</p> <ul style="list-style-type: none"> Collaborative planning for each grade level in advance of each unit. Twice weekly grade level collaboration for instruction, assessment, and next steps. <p>Strategy: Provide students with targeted interventions based on their individual learning needs.</p> <p>Actions:</p> <ul style="list-style-type: none"> Students who scored slightly below or slightly above developing on the math GMAS will be provided with targeted 	<p>Lesson Plans</p> <p>Common Benchmark Assessment reports</p> <p>Grade level common assessment data reports</p> <p>Standards Maps</p> <p>Unit planning agendas</p> <p>Collaboration agendas</p>	<p>School Leaders Demonstrate: Walkthroughs TKES</p> <p>Teachers Demonstrate: Collaboration TKES</p> <p>Students Demonstrate: Self-Assessment Goal setting Math Journals</p>	<p>Administrative Walkthroughs incorporating progress checks on:</p> <ul style="list-style-type: none"> Standards maps Lesson plans Small group instruction. RTI Core Clicks <p>Administrative conferences with School Instructional Coach and Intervention Teacher.</p> <p>Data review of County Benchmark and grade level assessments during grade level collaboration.</p>	<p>\$50,000 Title 1</p> <p>-Unit Planning subs for release time</p> <p>-Math center resources</p> <p>-Brain Pop software</p> <p>-Education Galaxy software</p> <p>-Ipads for small group instruction.</p> <p>-Resources to integrate math and literacy</p> <p>-Teacher training by School Instructional Coach subs for release time</p> <p>-After school tutoring</p>

		interventions from the Intervention teacher.				
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Professional Learning Plan to Support School Improvement Plan

Professional Learning	Professional Learning Timeline	Estimated Cost, Funding Source,	Person(s) Responsible	Monitoring Teacher Implementation of	Artifacts/Evidence of Impact on Student Learning
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Strategy to support achievement of SMART Goals		and/or Resources		Professional Learning	
<p>Training in the effective use of Leveled Literacy Intervention Kits to promote reading skills in grades K-5.</p>	<p>Intensive training at the start of the school year with follow up support provided throughout the year.</p>	<p>Cost: \$50,000 Source: Title 1 Resources: -Leveled Literacy Intervention Kits -RAZ Kids -Education Galaxy -Concise Curriculum -Supplementary books and magazines</p>	<p>-LLI company representative for initial training. -School Instructional Coach for follow up support. -School Intervention Teacher -School Administration</p>	<p>-Walkthroughs by administration and School Instructional Coach during instruction. -Administrative observation of LLI training.</p>	<p>-Conference Notes -RAZ Kids reports -Education Galaxy reports -Students' Reading Journals -Data from December 2017 and May 2018 BAS reading assessment -Data from ELA GMAS assessment May 2018</p>
<p>Job-embedded training in the effective use of small group instruction to promote reading and math skills.</p>	<p>Intensive training at the start of the school year with follow up support provided throughout the year.</p>	<p>Cost: \$160,000 (Salaries and benefits School IC, Intervention Teacher, and Substitutes) Source: Title 1 Resources: School IC, Intervention Teacher, substitute teachers for release time.</p>	<p>-School Instructional Coach -School Intervention Teacher -Mentor teachers -Grade level teachers</p>	<p>-Walkthroughs by administration and School Instructional Coach during instruction. -Administrative observation of job-embedded training.</p>	<p>-Standards Maps (reading and math) -Common Assessment data (math) -Monthly running record data (reading) -Education Galaxy reports on student progress. -Students' Reading Journals</p>

			-School Administration		-Students' Math Journals -Data from December and May BAS reading assessment -Data from ELA and Math GMAS assessment May 2018
Systematic collaboration between grade level teachers, support teachers, and school instructional coach to build a shared understanding of expectations for curriculum, assessment, and instruction.	Full-day unit collaboration will take place in 6-9 week intervals (prior to each unit) in reading and math for grades K-5.	Cost: \$9,000 Source: Title 1 Resources: -Substitute teachers for release time for unit planning. -County ELA and Math pacing guides and Instructional resources. -Lucy Calkins Units of Study	-School Instructional Coach -School Intervention Teacher -Grade level and Instructional Support teachers -School Administration	-Walkthroughs by administration and School Instructional Coach during instruction. -Administrative observation of job-embedded unit planning.	-Lesson Plans -Standards Maps -Conference Notes -Data from December 2017 and May 2018 BAS assessment -Data from ELA and Math GMAS assessment May 2018

Parent Engagement and Communication

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 Academic Support: parents learn methods of supporting their children’s learning at home.</p>	<p>-Open House (August 2017) -Hot Dog We’re Reading (September 2017) Lunch and Learn Literacy (September 2017) -Mama Mia Math (November 2017) -Heart Lines Literacy (February 2018) -GMAS Night (March 2018)</p>	<p>Cost: \$1500 Source: PTO (food) Title 1 (supplies) Resources: printed materials, instructional supplies</p>	<p>-PIC -Teachers -School Administration</p>	<p>Parent Surveys</p>	<p>-Data from December 2017 and May 2018 BAS assessment -Data from ELA and Math GMAS assessment May 2018</p>
<p>Parent Communication: Classroom Dojo</p>	<p>Parent Orientation to Classroom Dojo (August 2017) Ongoing Dojo Communication (throughout the school year on daily basis)</p>	<p>Cost: \$0</p>	<p>Teachers</p>	<p>Parent Surveys</p>	<p>-Data from December 2017 and May 2018 BAS assessment -Data from ELA and Math GMAS assessment May 2018</p>

<p>Parent Shared Decision Making Parents are invited to share in budget information, collected data from parent satisfaction surveys, and review Title 1 documents.</p>	<p>Parent Action Team meetings (September and December 2017)</p> <p>Shared Decision Making Parent Meeting (March 2018)</p>	<p>Cost: \$0</p>	<p>PIC</p> <p>API</p> <p>School Principal</p>	<p>Parent Surveys</p>	<p>-Data from December 2017 and May 2018 BAS assessment</p> <p>-Data from ELA and Math GMAS assessment May 2018</p>
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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>