



TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL/PRINCIPAL:

Midway Elementary School / Dr. Walker Todd

NAME OF DISTRICT/SUPERINTENDENT:

Pierce County / Terri DeLoach

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
Dr. Walker Todd	Principal	
Mrs. Brandi Todd	Assistant Principal	
Robbie Beahan	2 nd grade Teacher	
Jeanne Crawford	Special Education	
Alyson Roberson	4 th grade Teacher	
Bethany Hyers	3 rd grade Teacher	
Dawn Sapp	1 st grade Teacher	
Shanna Floyd	4 th Grade Teacher	
Katie Carlson	Reading Intervention Specialist	
Dr. Judy Bagby	Instructional Coach	
Melanie Pittman	2 nd grade Teacher	

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide 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
Continue to Improve instruction of CCGSE Reading/ELA and math as well as GSE science and social studies each year (K-5) by developing common units and assessments for specific skills.	*Reading/ ELA, math , science, social Studies grade level benchmarks assessments * analysis of benchmark data *grade level lesson plans *results from Georgia Milestones *DIBELS, AIMSwebs and SRI results	Classroom Teachers, Instructional Coach, SPED teachers, ESOL teacher, GATE teacher, Math and Reading Intervention Specialists	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Implication of the new GSE Science and Social Studies standards in grades k-5	*Science and Social Studies grade level Benchmark assessments *analysis of science and social studies benchmark data *grade level lesson plans and units * results from Georgia Milestones	Administration, Instructional Coach, Classroom teachers	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Continue to utilize science and social studies informational reading materials on various Lexile levels to increase student knowledge of content, improve reading comprehension, and writing skills	*SRI results * Science and Social Studies benchmark tests *DIBELS results	Administration, Instructional Coach, Classroom teachers	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Continue to utilize a Math and a Reading Intervention Specialist at all grade levels. These Specialists assist students that are below grade level to provide them with strategies and additional help to bring them up to grade level. (EIP and RTI)	*(differentiation) small groups in Reading and Math *results of benchmarks *progress of student achievement in all areas	Math Specialist and Reading Intervention Specialist	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Continue to purchase various online reading and math subscriptions and permanent software which will enhance classroom instruction and increase student achievement	*student growth in reading and math * AIMSweb and DIBELS results *RTI interventions	Administration, Instructional Coach, all Teachers and Math and Reading Intervention Specialist	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters

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Continue to differentiate reading instruction (as assessed by SRI and Dibels Next) as used in K-5 th grade through Bookworms as well as using leveled readers and best practices along with our reading resource teacher	<ul style="list-style-type: none"> *Reading/ ELA, grade level benchmarks assessments * analysis of Reading/RLA benchmark data *grade level lesson plans (Bookworms) *Reading/ RLA results from Georgia Milestones *DIBELS, and SRI results 	Administration, Instructional Coach, all Teachers and Math and Reading Intervention Specialist	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Continue to emphasize writing in every subject in every grade, by utilizing the strategies in Writing to Win.	<ul style="list-style-type: none"> *results of extended responses and process writing assessments * scoring of writing papers with rubric 	Instructional Coach, All Classroom Teachers; Resource & Special Education Teachers, Math and Reading Intervention Specialists	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Continue to analyze all forms of test data (Dibels Next, SRI, AimsWeb, benchmarks, unit assessment, state assessments)	<ul style="list-style-type: none"> *Reading/ ELA, math , science, social Studies grade level benchmarks assessments * analysis of benchmark data *grade level lesson plans *results from Georgia Milestones *DIBELS, AIMSwebs and SRI results 	Teachers, Administration, Instructional Coach, Media Specialist, Counselor Math and Reading Intervention Specialists,	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Continue TKES and LKES and other informal walkthroughs to evaluate instructional practices as well as teachers observing teachers.	<ul style="list-style-type: none"> *principal and assistant principal's walkthroughs and written evaluations *formative and summative rating on TKES for individual teachers 	Administration, Instructional Coach, all teachers and all paras	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Increase communication between teachers, parents,	<ul style="list-style-type: none"> *copies of weekly newsletters *update of schools website *parent /teacher conferences 	Administration, Instructional Coach, Teachers, Parents and Parent Coordinator	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters
Engage parent in a multitude of opportunities for school improvement and involvement. (i.e. Volunteer / Mentor Program, Parent Involvement Policy and Parent-Student-Teacher compacts,	<ul style="list-style-type: none"> *copies of weekly newsletters *update of schools website *parent /teacher conferences 	Counselor, teacher, administration, parents, Parent Coordinator	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters

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Facebook, conferences, surveys, committee work, parent workshops, School Council, PTO, emails, and GoIEP)			
Distribute to parents and students the Parent-Student-Teacher compacts	<ul style="list-style-type: none"> *copies of weekly newsletters *update of schools website *parent /teacher conferences 	Administration, Counselor, Classroom teachers, and parents	SIP listing on the School websites, Parent Café, Parent Compact, Grade level Parent meeting, Parent workshops at the school level and individual grade level, Teacher weekly news letters

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

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		
	All students All teachers	<p>SRI Lexile Scores -The percentage of students in 2nd grade scoring a Lexile at proficient or advanced on the Scholastic Reading Inventory will increase from 13% on the 2016 fall screening to \geq 60% on the 2017 spring assessment.</p> <p>-The percentage of students in 3rd grade scoring a Lexile at proficient or advanced on the Scholastic Reading Inventory will increase from 40% on the 2016 fall screening to \geq 70% on the 2017 spring assessment.</p> <p>-In spring of 2015-2016, 65% of upcoming 4th grade students scored proficient or advanced on the Scholastic Reading Inventory. Based on this data, the percentage of students in 4th grade scoring a Lexile of proficient or advanced on the Scholastic Reading Inventory will increase from 22% on the 2016 fall screening to \geq 70% on the 2017 spring assessment.</p> <p>-In the spring of 2015-2016, 66% of upcoming 5th grade students scored proficient or advanced on the Scholastic Reading Inventory. Based on this data, the percentage of students in the 5th grade scoring a Lexile of proficient or advanced on the Scholastic Reading Inventory will increase from 40% on the 2016 fall screening to \geq 70% on the 2017 spring assessment.</p> <p>-In the spring of 2015-2016, 64% of 3rd through 5th grade students scored proficient or advanced on the Scholastic Reading Inventory. Based on this data, the percentage students in 3rd through 5th grade scoring a Lexile at proficient or advanced on the Scholastic Reading Inventory will increase from 39% on the 2016 fall screening to \geq 70% on the 2017 spring assessment.</p>	SRI grade level reports/grade level data analysis	<p>School Leaders Demonstrate: -Review SRI grade level score reports. -Disseminate data with grade level teachers discussing strengths and weaknesses. -Provide teachers support while implementing the BookWorms program that is research based to improve student reading competency.</p> <p>Teachers Demonstrate: -Differentiate reading instruction guided by SRI data. -Analyze SRI data. -Implement the BookWorms program that is research based to improve student reading competency.</p> <p>Students Demonstrate: -Willingness to work towards achievement and to their best ability. -Take the test seriously -Participated in the BookWorms program through choral reading, guided reading, and independent assignments.</p> <p>Parents Demonstrate: -Willingness to bring their child to school. -Willingness to read with their student daily. -Ability to communicate with teachers.</p>	<p>School Leaders Classroom walkthrough, observation of a reading lesson, and reviewing of the data 3 times a year with the grade level.</p> <p>Teacher Teacher observing other teachers, test score results, analyzing data 3 times a year to align students with the correct level of differentiation.</p>	-Cost of SRI program -BookWorm program

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

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		
	All teachers All students	<p>STAR Math Scores</p> <p>-1st grade: ≥75% of students will score proficient or distinguished (≥ 420 scaled score) on the 2017 spring STAR Math assessment.</p> <p>-2nd grade: ≥75% of students will score proficient or distinguished (≥ 530 scaled score) on the 2017 spring STAR Math assessment.</p> <p>-3rd grade: ≥75% of students will score proficient or distinguished (≥ 634 scaled score) on the 2017 spring STAR Math assessment. ≥90% of students will achieve expected growth (≥ 30% growth) or higher on the 2017 spring STAR Math assessment. ≥30% of students will achieve high growth (≥60% growth) on the 2017 spring STAR Math Assessment.</p> <p>-4th grade: In the spring of 2015-2016, 49% of upcoming 4th grade students scored proficient or above on the Georgia Milestone. Based on this data, ≥75% of students will score proficient or distinguished (≥ 701 scaled score) on the 2017 spring STAR Math assessment. . ≥90% of students will achieve expected growth (≥ 30% growth) or higher on the 2017 spring STAR Math assessment. ≥30% of students will achieve high growth (≥60% growth) on the 2017 spring STAR Math Assessment.</p> <p>-5th grade: In the spring of 2015-2016, 61% of upcoming 5th grade students scored proficient or above on the Georgia Milestone. Based on this data, ≥75% of students will score proficient or distinguished (≥ 768 scaled score) on the 2017 spring STAR Math assessment. . ≥90% of students will achieve expected growth (≥ 30% growth) or higher on the 2017 spring STAR Math assessment. ≥30% of students will achieve high growth (≥60% growth) on the 2017 spring STAR Math Assessment.</p>	STAR Math grade level reports/grade level data analysis	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> -Review STAR Math grade level score reports. -Disseminate data with grade level teachers discussing strengths and weaknesses. -Provide teachers support with instructional strategies. <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> -Differentiate mathematics instruction guided by STAR Math data. -Analyze STAR Math data. -Follow state and district plans/units, teaching the standards. - Implement Reflex Math, Mentoring Minds/Total Motivation Math, and Number Talks. <p>Students Demonstrate:</p> <ul style="list-style-type: none"> -Willingness to work towards achievement and to their best ability. -Take STAR Math assessment seriously. -Participate in Reflex math and number talks. <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> - Willingness to bring their child to school. -Willingness to read with their student daily. -Ability to communicate with teachers. 	<p>School Leaders</p> <p>Classroom walkthrough, observation of math lesson, and reviewing of the data 3 times a year with the grade level.</p> <p>Teacher</p> <p>Teacher observing other teachers, test score results, analyzing data 3 times a year to align students with the correct level of differentiation</p>	<p>-STAR Math</p> <p>-Reflex Math</p> <p>-Mentoring Minds</p> <p>-Number Talks</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

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		
	All students All Teachers			<p>School Leaders Demonstrate:</p> <p>Teachers Demonstrate:</p> <p>Students Demonstrate:</p> <p>Parents Demonstrate:</p>	<p>School Leaders Classroom walkthrough, observation of a reading lesson, and reviewing of the data 3 times a year with the grade level.</p> <p>Teacher Teacher observing other teachers, test score results, analyzing data 3 times a year to align students with the correct level of differentiation</p>	

Professional Learning Plan to Support School-wide 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
Writing Process	2016-2017	SRG Money	*Instructional Coach *Writing Committee	*Administration *Instructional Coach *Writing committee	*student writing samples *curriculum Chatter reviewing writing samples as a grade level

					*writing displayed in room and hall
New Science and Social Studies Standards	2016-2017	none	*Instructional Coach *RESA specialists *Curriculum Director	*Administration *Instructional Coach	*Student understanding of new science and social studies standards *Science and Social Studies benchmark results *Science and Social Studies Georgia Milestones Results
K-5 Bookworms	2016-2017	SRG Money	*Instructional Coach *Curriculum Director	*Administration *Instructional Coach	*Bookworm lesson plans *observation of Bookworm lessons *reading/ELA benchmark results
k-5 Technology	2016-2017	Title Money	*Instructional Coach *Media Specialist *Technology Department	*Administration *Instructional Coach *Media Specialist	*Technology integrated within lesson plans *Student Work samples *increase technology in each classroom
K-5 Math	2016-2017	None	*Instructional Coach *RESA Math Specialist	*Administration *Instructional Coach	*Math lesson plans *Student work samples

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.

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>