

**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name: Stewart County Elementary</b>		<b>District Name: Stewart County</b>
<b>Principal Name: Mrs. Bari Geeslin</b>		<b>School Year: 2015-2016</b>
<b>School Mailing Address: P.O. Box 37 Lumpkin, GA 31815</b>		
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<b>District Title I Director/Coordinator Name: Mr. Markus Taylor</b>		
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<b>Telephone:</b>		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

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**SWP Template Instructions**

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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**SWP/SIP Components**

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

*Response:* In June of 2015, a new principal was appointed to serve Stewart County Elementary. To develop leadership capacity for sustainability, the principal created a Core Leadership Team in addition to the School Leadership Team. The Core Leadership Team meets weekly to review demographic, perception, achievement and process data and selects best practices to implement, monitor and assess. Again, to build leadership capacity within the school, the SLT is comprised of: all certified staff and paraprofessionals and a transportation, custodial, nutrition, parent and community representative. The Core School Leadership Team meets weekly while the School Leadership Team meets monthly. Since June 2015, the newly appointed principal has met with stakeholders to solicit perception data. A thorough review of the latest leading and lagging data is still underway as of August 2015 with a revision due by the end of September and November. The Core LT and the SLT disaggregated the CCRPI for SCES and found that there are large gaps in achievement in reading comprehension, science and social studies. Perception data indicate the need for protected instructional time, common planning time and the need to align curriculum, instruction, assessment and professional learning. To further build capacity and determine needs, the entire P-12 faculty, including paraprofessionals met for an intensive five day summer Curriculum, Assessment and Instruction Summer Institute. Faculty and staff thoroughly reviewed curriculum and completed initial steps to improve alignment of curriculum with instruction and assessment.

2. Schoolwide reform strategies that:

*Response:*

- The Georgia Standards of Excellence are research based; therefore, they are identified within the workshop format which employs time segments to allow for completion of performance tasks and differentiated instruction.
- Response to Intervention/Pyramid of Interventions are also research-based steps used by teachers and administrators to strategically prepare students as deemed necessary in the areas of Standards-Based Learning, Needs Based, and SST Driven Learning.
- Teachers are allowed common planning time which is beneficial for teachers to plan, disaggregate data, and collaborate with lessons and strategies to increase student achievement.
- Writing Across the Curriculum: Documentation of writing assignments provided in lesson plans in all content areas.

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

*Response:* Provide enrichment for state standards during designated instructional time and intervention/enrichment times

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations

*Response:*  
 -Teachers implement bell-to-bell teaching by means of the standards-based classroom format. Afterschool tutorials are provided by A-Team (Afterschool program). There students receive enrichment activities (Dance, Arts and Crafts)  
 -The Star Notebook (self-developed curriculum by content area) requires evidence of a curriculum map which drives instruction in a planned and timely manner. Use of the Star Notebook is monitored and evaluated by the curriculum director and academic coach  
 -Ongoing progress monitoring of reading and writing through Write Score, SRI and Achieve 3000

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

*Response:* A full time counselor supports student achievement in a variety of ways, including but not limited to: Student of the Month celebrations, Red Ribbon Week, Law Enforcement Appreciation, Grandparents Appreciation, parent-teacher conferences, Jr. Beta support, attendance tracking and monitoring, grade tracking and monitoring, RTI monitoring, character

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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

education classes, career education classes, career fair, Good Touch Bad Touch, suicide prevention, anti-bullying and child abuse prevention and support.

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

*Response:* When results are received, the Core Leadership Team will review. During the summer of 2016, the Core LT will meet for a data and planning institute. Summative data will be reviewed to determine what goals were met and SIP/SWP revisions should be made.

**3. Instruction by highly qualified professional staff**

*Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The following strategies are implemented:

- Stewart County Elementary School strives to employ teachers that are Highly Qualified.
- 100% of Stewart County Elementary Teachers are Highly Qualified
- Professional Development is provided for teachers monthly
- RESA provides professional development workshops and trainings for teachers seeking improvement in the implementation of instructional strategies, and they are available during collaborative planning periods.
- The administration makes purposeful efforts to recruit recent graduates in the surrounding counties of Stewart.
- Additionally, the job openings for Stewart are advertised on-line through the Teach Georgia website.

- 4.** In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

*Response:* The Curriculum Director keeps a constant means of communication with RESA for workshops that are imperative to the growth of the curriculum. Teachers, administrators, counselors, paraprofessionals and the academic coach have been involved in professional



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

learning that addresses the root causes of our identified needs. The School Improvement Plan reflects the constant need for professional development. The system doesn't have professional development embedded into the school calendar; therefore, professional learning will be provided during the school day.

Specific professional development activities are as follows:

- Technology Training with paraprofessionals
- Technology Training with teachers
- Writing Across the Curriculum
- Georgia Literacy Grant
- Mimio Training
- Differentiated Instruction
- Georgia Milestones Extended Response Training
- Voyager Reading
- Positive Behavior Intervention Strategies (PBIS)
- State Longitudinal Data System

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

- Advertisement of job openings on the Teach Georgia website.
- The system is welcoming to the idea of teacher internship (student teacher, September experience)
- Administrators allow potential new hires to tour the school to validate the pleasant learning environment and school culture.
- Mentoring: New teachers are assigned a veteran teacher to assist them with tasks that are pertinent to fulfilling the requirements set by the administration.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

We have involved parents in the planning, review and improvement of the comprehensive school wide plan by means of the following forums:

- The Parent and Student Handbook is sent home by students at the beginning of the school year. The School/Parent/Student Compact within must be signed and returned upon parents' review and acceptance of the rules and regulations governing the school which



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- are to facilitate the learning process.
- Monthly newsletters are sent home to inform parents of activities and upcoming events.
  - PTO and Family Night
  - Open Communication through weekly couriers
  - Access to PowerSchool
  - Hard copies of standardized testing results sent home
  - Parent Counsel Meetings: Parents voice concerns, and the administration gives feedback and is receptive to suggestions for improving academics
  - Parent Teacher Conferences
  - SCES Open House
  - Parent-Principal Touch Base
  - Family Reading/Math Nights

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

- Response:*
- Teachers from feeder schools collaborate with the elementary school to develop strategies for the head start transition.
  - Parent Meetings to discuss concerns

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Response*
- Teachers disseminate the data collected from GaDoe and proceed to separate it into components that will guide the teachers in their decision making in terms of remediation or re-teaching.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Response:*
- We are providing activities to ensure that students who experience difficulty mastering proficient or advanced level s of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are as follows:
- Data collected from marking periods and data collected from SST/IEP Meetings satisfy the obligation of identifying students subjected to difficulty in an expedient time frame.
  - Professional Learning is addressed for teachers within the SIP.
  - Throughout the school year, there are parent-teacher conferences. Also parent-teacher





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conferences are scheduled by the counselor.

- Report cards are issued every 9 weeks.
- Weekly Wednesday communication courier
- Official progress reports issued every 4 ½ weeks
- All teachers participate in monthly professional learning trainings
- SCES School Council and parent meetings are used as a forum for parents to present questions and receive immediate responses about what can be done to help identified children

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:*

Stewart County Elementary School integrates the use of Head Start, nutrition programs, housing and violence prevention.

- At SCES, we have a program titled Safe and Drug Free Campaign. This program provides preventive measures against drug and alcohol usage among student body, which as research shows, could possibly lead to violence.
- Red Ribbon Week: One full week is designated to promoting a drug free school. Guest speakers or law enforcement are invited to bring dogs that are trained to detect drugs and use persuasive measures to deter students from attempting to use drugs.
- Head Start Bridging: Team leaders and administrators collaborate to make conscious efforts to promote student learning from the beginning to the end. Strategies for learning and developing mental and social growth are shared with feeder schools to continue the effort of producing productive citizens with original initiation in Head Start.
- Nutrition: Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.
- The county of Stewart is identified as a predominantly poverty stricken area. As a result, 100% of the student body is allowed free breakfast and lunch.
- Under the discretion of the Stewart County Homeless Children and Youth Program, SCES abides under the federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Children without housing are granted immediate enrollment, without immunization records with a seven-day grace period. The counselor can be contacted for immediate assistance. Pre-K through 12<sup>th</sup> grade students identified as homeless have the right to receive free breakfast and lunch.

11. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:* Ongoing assessment of student achievement and communication of assessment



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results will be available to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks. Teachers communicate directly with parents through telephone calls and weekly communication couriers. State brochures about testing and interpreting results are sent home via the counselor's office. Parent conferences are scheduled on designated early release days as well as when the need arises for individual students. Parents may request conferences at any time. Also, time is designated for parent conferences during teachers' planning periods.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:*

*Response:* The system testing coordinator ensures that all state level testing data is collected according to state guidelines. The GaDOE and GOSA disaggregate the data and provide documentation to the system and the school. This data is also provided to the media through the GaDOE and GOSA websites. System and school administrators review the data and develop plans/activities for teachers to analyze the data.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

*Response:* State mandated assessments: Georgia Milestone Assessments meet reliability and validity requirements, and are therefore, statistically sound and research-based.

14. Provisions for public reporting of disaggregated data.

*Response:*

Disaggregated test data is reported to the public in accordance with state guidelines. The State Report Card, and local system reports are disseminated to the media through the Georgia Department of Education website, [www.doe.k12.ga.us](http://www.doe.k12.ga.us), the Governor's Office of Student Accountability, [www.gaosa.org](http://www.gaosa.org), and the local paper. The administration also shares school data with the School Council, Family Connection, PTO, at Open House and the school's website.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

*Response:* The school wide plan will be developed during a one-year period.



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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

*Response:* Stakeholders assisted with the development of the plan through participation in Title I planning and review sessions with administrative personnel at the system and school levels. Information was dispensed and sought at Open House, through the School Council and PTO, and at leadership and collaborative team meetings. Teachers completed a professional learning survey, and parents completed surveys and participated in parent/teacher conferences to identify needs and priorities. The core leadership team, reviewed all stakeholder input and finalized the school's improvement plan.

17. Plan available to the LEA, parents, and the public.

*Response:*

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language..

*Response:* School personnel make every effort to write materials that will be sent to parents in user -friendly language. The present student body Stewart County Elementary School is composed of % White, % Black, and % for other ethnic groups. The language of all these children's parents is English. However, the school will use the GaDOE TransAct program which provides translated material for other languages if the need arises.

19. Plan is subject to the school improvement provisions of Section 1116.

*Response:* Stewart County Elementary School will abide by the requirements of the School Improvement provisions of Title I Section 1116.