



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

Plan Revised 8/25/16

Plan Adopted: 9/21/16

NAME OF SCHOOL/PRINCIPAL:

Mrs. Rhonda Lee

NAME OF DISTRICT/SUPERINTENDENT:

Dr. Will Hardin

- 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 (SWP 8, 16)

Name	Position/Role	Signature (on file)
Dr. Beverly Strickland	Schools Title I Director	
Mrs. Rhonda Lee	St. Marys Elementary School Principal	
Dr. Robert Narvell	St. Marys Elementary School Teaching & Learning Specialist	
Dr. Karen Leigh Dougherty	Title I Intervention Specialist	
Mrs. Kimberly Simpson	Title I Interventionist	
Ms. Amber Fuller	Parent	
Mr. Henry Hunter	Parent	
Mrs. Mia Carey	Parent	

Title I only (SWP 10, 15, 19)
The Letter of Intent for Title I Schoolwide was submitted on N/A.

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

School Designated as a Priority School **No** (Yes or No) School Designated as a Focus School **No** (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
Increase the percent of all students in grades 3-5 scoring from 42.2% to 48% at proficient and distinguished levels.	Georgia Milestones End of Grade Assessment FY16	Central Office Administrators Teachers Parents Students	Newsletters Newspaper Website Meetings
Increase the percent of all students in grades 3-5 scoring from 54% to 59% at proficient and distinguished levels.	Georgia Milestones End of Grade Assessment FY16	Central Office Administrators Teachers Parents Students	Newsletters Newspaper Website Meetings

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

To increase the percent of all students in grades 3-5 scoring from 54% to 59% at proficient and distinguished levels in mathematics on the Georgia Milestones End of Grade Assessment.

(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		
Curriculum 1,2,3 Assessment 1,2,3,4,5 Instruction 1,2,3,4,5,6,7,9 Professional Learning 1,2,3,4,5,6 Leadership 1,2,3,4,5,6,7,8 Planning 1,2,3,4,5 Family Engagement 1,2,3,4,5 School Culture 2,3,4	All students Math Teachers Parents	<ul style="list-style-type: none"> FY17 Implement the Brazosport instructional model so all students receive a double dose of reading and math. Hire a teacher who will provide intervention services to students in all grades Vertical Collaborative Training Frontrow, Moby Max, and Education Galaxy will be utilized to reinforce mathematic skills. Continue Differentiated instruction Use contract services to remediate and extend the learning of students. Professional learning will be provided in utilizing the Achievement Level Descriptors so assessments and instruction are provided at the appropriate levels and Hold parent meetings/provide flyers to explain standards and provide examples of how to solve math problems. Home and School connections Newsletter in English/Spanish to help strengthen the home and school partnership. 	*Assessment of and for learning *Collaborative Planning Agendas *Unit formatives pre/post *Lesson Plans *Student Data *Professional learning sign in sheets *Parent Meeting sign in logs	School Leaders Demonstrate: Knowledge and understanding of math curriculum and strategies for differentiating the curriculum. Teachers Demonstrate: Knowledge and understanding of best math instructional practices and math GSE standards. Students Demonstrate: Increased rate at proficient and distinguished levels of learning Parents Demonstrate: Knowledge of math curriculum	Monitor Master Schedule to ensure students are receiving the double dose of instruction. Classroom observations by administrators Monitor student improvement in pre/post test scores.	Intervention Teacher - \$65,000 (TI) Contract Service Employees \$22,500.00 - Title I \$22,572.00 - Instructional Ext Frontrow \$2700.00 – Title I Moby Max \$699 SBB Ink for flyers and resources for parents as well as preprinted newsletters \$2334 – Title I Parent Night resources \$600 Professional Learning - \$4540 Title I Resources: RESA Title I: \$484

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

To increase the percent of all students in grades 3-5 scoring from 42.2% to 48% at proficient and distinguished levels in English Language Arts on the Georgia Milestones End of Grade Assessment. **(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		
Curriculum 1,2,3	All students	<ul style="list-style-type: none"> FY17 Implement the Brazosport instructional model so all students receive a double dose of reading and math; provide on-going PL for this model to include planning and data review. Hire a teacher who will provide intervention services to students in all grades Vertical Collaborative Teams Frontrow, Nearpod, Socrative, reading a-z, Flocabulary, Journeys, and Storyworks will be utilized to reinforce ELA skills through leveled instruction. Continue Differentiated instruction Use contract services to remediate and extend the learning of students. Professional learning will be provided in utilizing the Achievement Level Descriptors so assessments and instruction are provided at the appropriate levels Professional Learning for teachers in the area of writing facilitated by the Georgia Assessment Center. Hold parent nights where standards, strategies, etc. are reviewed. Meet the school supply needs of homeless students includes homeless supplies for 4 students - glue sticks, paper, pencils, markers, highlighters, pens, crayons Administration and scoring of Georgia Center for Assessments Writing Assesslets for 290 3rd – 5th graders at \$3.50 includes administration and scoring. 	<ul style="list-style-type: none"> Assessment of and for learning Teacher parent contact conference log 	<p>School Leaders Demonstrate: Improved graduation rate; improved CCRPI progress</p> <p>Teachers Demonstrate: Use of data to meet student needs</p> <p>Students Demonstrate: Increased pass rate of subjects and increased graduation rate</p> <p>Parents Demonstrate: Understanding of graduation requirements and importance of senior year in preparing students for post-secondary</p>	<p>Monitor formative assessment (leading data)</p> <p>Monitor RTI</p> <p>Monitor Student Grades</p> <p>Administrator Walkthrough and observations</p> <p>CCRPI Data</p> <p>Monitor Student Attendance</p> <p>Monitor parent nights, agendas, sign-in sheets, evaluation sheets.</p> <p>Monitor Professional Development Sign-In Sheets</p> <p>GCA Reporting Data Forms</p>	<p>Intervention Teacher - \$65,000 (TI)</p> <p>Contract Services: \$22,500.00 (TI)</p> <p>Nearpod \$6045.00- Title I</p> <p>Frontrow \$2700.00 – Title I</p> <p>Storyworks \$2247.00 – Title I</p> <p>Flocabulary \$196 – Title I</p> <p>Professional Learning: - \$4540 Title I</p> <p>\$560 – PL Funds</p> <p>Ink for flyers and resources for parents as well as preprinted newsletters \$2334 – Title I</p> <p>Parent Night resources \$600</p> <p>RESA Title I : \$100.00</p> <p>Title I: \$3045.00</p>
Assessment 1,2,3,4,5	ELA Teachers					
Instruction 1,2,3,4,5,7,8,9	Parents					
Professional Learning 1,2,5,6						
Leadership 1,2,3,4,6,7,8						
Planning 1,2,3,4,5,6						
Family Engagement 1,4,5						
School Culture 1,3,4,5						

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
School level professional learning on the effective use of the Brazosport Model	Ongoing during 2016 – 2017 School Year	Estimated Cost \$2,000 Funding Source Title II-A Resources Professional Development delivered in house and by RESA	Rhonda Lee, Principal Bob Narvell, TLS	Administrative observations Lesson plans Formative Data Review	Unit Formatives Mini Formatives Lesson Plans
System Level/School level training on using Achievement Level Descriptors to design assessments/lessons at the appropriate level of rigor.	Ongoing during 2016-2017 School Year	Estimated Cost \$240.00	Leslie Mills, FDRESA Rhonda Lee, Principal Bob Narvell, TLS	Development of formative assessments	Unit Formatives Mini Formatives Lesson Plans
System Level training on interpreting writing data from the Georgia Writing Assessment Center (grades 3 – 5)	October 10, 2016 November 10, 2016 January 3, 2017	<i>Estimated Cost \$560 Funding Source Professional Learning Assesslet Scoring Cost: \$3045.00 (TI)</i>	Georgia Center of Assessments (Dr. Tawana Tucker) Dr. Bob Narvell, TLS	Walkthroughs of ELA classrooms	Minutes from Collaborative discussions Lesson plans Writing Data
School level implementation of Kindergarten Academic Parent Teacher Teams	On-going during the 2016-2017 school year: August, September, November, December, March	<i>Estimated Cost for PL \$600 Estimated Cost for Supplies \$650</i>	Dr. Leigh Dougherty Dr. Bob Narvell 5 Kindergarten Teachers	Administrative Observations during the K-APTT meetings	Data Review of focus skills Parent Feedback forms

Highly Qualified Staff and Pre-K Transition

(SWP 3, 5, 6)

All courses are taught by highly qualified staff. **Yes** (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

- Search Soft online application system
- Webpage dedicated to employment opportunities linked to the school website
- Brochure about the system linked to the school website
- Advertisement of positions on Teach Georgia
- Mentor program for new employees

Plans for assisting preschool children in the transition from early childhood program.

- SMES partners with Happy Apple each year. Students visit SMES to experience a kindergarten classroom and have lunch.

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>