

ELBERT COUNTY

SCHOOL DISTRICT

2016-2017

Schoolwide Improvement Plan (SIP)

Title I Schoolwide Program (SWP) Plan

School Name: Elbert County Elementary School

Principal Name: Celina Brown

Principal's Signature:

Date:

Title I Director's Signature:

Date:

Superintendent's Signature:

Date:

Associate Superintendent's Signature:

Date:

Board of Education Chairman's Signature:

Date:

Comprehensive Support School Targeted Support School Schoolwide Title I School Targeted Assistance Title I School

Non-Title I School Opportunity School

Elbert County Elementary School

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Celina Brown	Principal	Celina Brown
Connie Spivey	Asst. Principal	Connie Spivey
Denise Callaway	ILT	D. Callaway
Lisa Blackmon	RTI/EIP/CEIS	Lisa Blackmon
Connie Garrett	Literacy Coach	Connie Garrett
Jasper Huff	SPED Lead Teacher	Jasper Huff
Kristen Anderson	Media Specialist	Kristen Anderson
Monica Hill	4 th Grade Teacher	Monica Hill
Charla Webb	3 rd Grade Teacher	Charla Webb
Brooke Chatham	2 nd Grade Teacher	B. Chatham
Melissa Brady	SPED Teacher	Melissa Brady

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 NO

School Designated as a Focus School YES NO

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> • Implement a balanced literacy framework • Increase achievement in math • Increase Technology Usage • Decrease Bus Discipline • Implement student support systems: Check and Connect, CICO • PBIS Continuation • Parent and Community Involvement 	<ul style="list-style-type: none"> • Pre and Post Assessments: PE, Music, Art • Math Common Formative Assessments (grade 2-4) • Georgia Milestone Results • CCRPI Results • STAR Reading Test Results • DIBELS • Informal Reading Inventory • Classworks Universal Screeners • Attendance • Discipline • Title I and AdvancED parent surveys • School Climate Surveys • Teacher Needs Assessment Surveys • Informal Decoding Inventory • SWIS (School Wide Information System) 	<ul style="list-style-type: none"> • SILT Team • Teachers (surveys) • Parents (surveys) • Students (surveys) 	<ul style="list-style-type: none"> • Newsletters • Infinite Campus • E-Mails • Phone Calls • Remind Text • One Call Now • Conferences • Progress Reports • Reports Cards • School Website • Student Agendas

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Goal 1

Strategic Plan Goal Area: Teaching and Learning for All (SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Improve literacy by implementing a Balanced Literacy Framework

Specific School Objective: By implementing the Georgia Department of Education Literacy Plan (K12), focusing on reading, writing, speaking, and listening in all content areas, at least 50% of all students in grades 2 through 4 will meet or exceed the state CCRPI target Lexile goal on the Georgia Milestones Assessment and STAR for grade 2.

Measurable Goal(s)/Performance Target(s): Increase the number of students achieving a Lexile measure within or greater than the set band at grade level 2 from 26% to 50%; grade level 3 from 62% to 75%; grade level 4 from 40% to 50%.

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup) (SWP 9)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
Curriculum Instruction	Curriculum and Instruction; Student, Family, and Community; Assessment	All Students	Inform parents about Lexile levels through meetings, website, and newsletters	K-5 Literacy Coach, Teachers, and Administration	STAR Reports	School Leaders Demonstrate:	Monitor student progress Dibels, IDI, and STAR data at the beginning, middle, and end of the year	Title II Funds Outside for consultant
			Label library books with Lexile Levels	Media Specialist	Dibels Oral Fluency	Classroom walkthroughs and TKES observations.		
			On-going professional learning for balanced literacy and writing	K-5 Literacy Coach, Teachers, and Administration	Informal Decoding Inventory	Teachers Demonstrate: Lesson Plans		
			Implement balanced literacy framework in all classes.	K-5 Literacy Coach, Teachers, and Administration	Milestone Results	Incorporation of technology into the classroom		
			Writing in all subject areas: Constructive and/or extended response questions on all unit tests.	K-5 Literacy Coach, Teachers, and Administration	Sign in sheets and agendas	TKES Walk Through Data		
			Administrators will monitor implementation of the balanced literacy framework to ensure rigor & relevance.	Administration		Students Demonstrate:		
			Continue GRADfirst strategies to target academic, behavior and attendance	GRADfirst committee, Administrators, Teachers, RTI/CEIS/EIP Coordinator	Dibels Oral Fluency Results	STAR Results		
			Continued implementation of the GOSA reading grant: Instruction, data collection, data reporting (DIBELS, STAR).		STAR Results	IDI Results		
		Milestones Results						

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Goal 2

Strategic Plan Goal Area: Teaching and Learning for All (SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Improve rigor and relevance for all students

Specific School Objective: ECES will increase achievement in math

Measurable Goal(s)/Performance Target(s):

- 2017 Math Unit Pre-Post assessment results will indicate that the percentage of all 2nd grade ECES students, black subgroup, and SWD subgroup will show Expected (35%) or High (50%) growth as follows:

	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5	
	2015-2016	2016-2017 Goal	2015-2016	2016-2017 Goal	2015-2016	2016-2017 Goal	2015-2016	2016-2017 Goal	2015-2016	2016-2017 Goal
2 nd Grade – All	84%	90%	59%	80%	92%	95%	64%	80%	69%	80%
2 nd Grade – Black Subgroup	62%	80%	45%	80%	87%	90%	55%	80%	71%	80%
2 nd Grade - SWD	79%	80%	79%	80%	82%	85%	36%	50%	91%	95%

- 2017 Georgia Milestone/EOGT results in math will indicate the percentage of ECES students in grades 3-4 scoring at a proficiency rating will show growth as follows:

	2015-2016 Baseline Data	State Target 2016-2017	2016-2017
Grade 3	29%	69.8%	
Grade 4	28%	69.8%	

- 2017 Georgia Milestone/EOGT results in math will indicate the percentage of ECES students with disabilities in grades 3-4 scoring at a proficiency rating will show growth as follows:

	2015-2016 Baseline Data	State Target 2016-2017	2016-2017
Grade 3	14%	47.5%	
Grade 4	9%	47.5%	

- 2017 Georgia Milestone/EOGT results in math will indicate the percentage of ECES students in grades 3-4 earning Distinguished rating will show growth as follows:

	2015-2016 Baseline Data	State Average	2016-2017
Grade 3	5%	9.5%	
Grade 4	3%	10%	

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Goal 2 (Cont)

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup) (SWP 9)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
Leadership Family and Community Engagement School Culture	Leadership	Subgroups	Collaborative Teams will analyze data to create enrichment and differentiated activities that are rigorous and relevant for targeted subgroups.	ILT, Teachers	Grad 1 st meeting minutes/agendas Student criteria sheet Student goal sheet Academic data, ClassWorks, Moby Max, Math Pre and Posttests, Milestone Data, Progress Reports, Grade reports, F.O.R.C.E data Data Team Sign in sheets and Mastery Process Log sheets	School Leaders Demonstrate: Release time to observe peers and walk through data Teachers Demonstrate: Lesson Plans, Assessments and Instruction incorporation of technology into the classroom TKES Walk Through Data Students Demonstrate: Academic achievement in math	Review monthly data from identified students' academic Review students' goals Monitor student progress in identified categories Walk through data to monitor student technology use in the classrooms. Student celebrations, student recognitions Check in/check out	CGI Training Manipulatives \$180 per person, plus hotel and expenses.
			Professional Learning: <ul style="list-style-type: none"> CGI Fractions Differentiated Instruction 3Rs (Rigor, Relevance, Relationship) 	ILT, ICLE Team, RESA, Administration, Teachers, District Success Coach				
			At risk and struggling learners will be identified by teachers using cumulative data for targeted instruction in weak areas.	Grad 1 st Committee ECES staff RTI/EIP Coordinator				
	Math common formative assessments, aligned with GSE, serve as useful guides for teachers to adjust instructional plans based on student needs.		ILT, RESA, Administration, Teachers					
	School Administration will continue to monitor implementation of standards-based best practices and implementation of the 3R's through TKES and walkthroughs.		Administration					
	Teachers will continuously analyze and revise common formative assessments in order to increase rigor.		ILT, ICLE Team, RESA, Administration, Teachers					
	Continue GRADfirst strategies to target academics, behavior and attendance.		Grad 1 st Committee ECES staff RTI/EIP Coordinator					

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Goal 2 (Cont.)

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup) (SWP 9)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
			Monitor/implement mentoring programs such as Check In/Check Out and Check & Connect using the following programs/individuals: Faculty mentor volunteers ECCHS student mentors F.O.R.C.E mentors Community volunteers	ECES staff ECCHS students, Sheriff Dept., community members				
			Summer support for math if funds are available	Title I Director				
			Administer online cumulative math assessments and use the data to prepare for Georgia Milestones.	ILT, Administration, Teachers				
			Continue implementing and monitoring Tier II & Tier III interventions (Classworks, Number Worlds, etc.).	ECES staff RTI/EIP Coordinator				
			Implement "Bump It Up" strategies for lessons and homework.	ILT, ICLE Team, Administration, Teachers, District Success Coach				
			Utilize All in Learning and/or E-learn to administer Unit Pre and Post-tests, including writing, in order to prepare students for Milestone testing (at least 1 per nine weeks). IT Media Specialist	ILT Teachers				
			Send grade level representatives to the GAETC Technology Conference	Administration Teachers				

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Goal 2 (Cont)

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup) (SWP 9)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
			Provide time for teachers to observe other teachers that effectively incorporate technology into their lessons.	Administration Teachers ILT				
			Ensure that clickers are up and running in all classrooms	IT Media Specialist ILT Teachers				

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Goal 3

Strategic Plan Goal Area: Teaching and Learning for All (SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Improve Student Support Systems

Specific School Objective:

- Continued implementation of support intervention strategies and PBIS
- Decrease the number of bus discipline referrals at Elbert County Elementary School

Measurable Goal(s)/Performance Target(s): Achieve fully Operational status for PBIS and decrease the number of bus referrals by 10%.

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup) (SWP 9)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
Planning and Organization	Planning and Organization	All Students	Develop a behavior team that will make behavioral observations, administer Functional Behavior Analyses, and create Behavior Intervention Plans for targeted students	Administrators, RTI Coordinator, Teachers	Sign in sheets and agendas	School Leaders Demonstrate: Classroom walkthroughs, TKES observations Review bus expectations with students, family outreach, community involvement Teachers Demonstrate: Lesson plans, Use of BIP's Review bus behavior expectations, review procedures for dismissal Students Demonstrate: Positive Behavior (R.E.A.L): PBIS expectations for bus behaviors, understanding of District Code of Conduct matrix	Attendance Incentives (\$1000) Funding for PBIS Incentives (Walmart Grant??)	
Instruction	Instruction	Bus Students	Professional Learning on PBIS, RTI, 3Rs, Behavioral management, & district code of conduct.	System RTI Coordinator, RTI Coordinator	Sign in sheets and agendas, FBA's for students			
School Culture	School Culture		Continue implementing academic and behavioral RTI. Academic	Administration, RTI Coordinator, Teachers	Sign in sheets and agendas, BIP's for students			
Professional Learning	Professional Learning		<ul style="list-style-type: none"> • Math Tier II: Classworks, Moby Max, Tier III: NumberWorlds, Classworks 		Sign in sheets for visiting mentors			
School culture	School Culture		<ul style="list-style-type: none"> • Literacy Tier II: Classworks, Moby Max Tier III: Headsprouts, Classworks 		STAR, DIBELS, Classworks, Moby Max, Numberworlds, Headsprouts data.			
Family and Community Engagement	Student, Family, and Community Involvement and Support		Behavior Tier II – Follow the Behavioral RTI Plan Tier III - Follow the Behavioral RTI Plan		Lesson Plans			
Leadership	School Leadership		Develop a Mentoring Program made up of community leaders and members	Administrators, GRADFirst Committee, RTI Coordinator	Letter to parents/guardians			
Planning and Organization	Planning and Organization		Embed lesson plans for teaching positive behavior expectations	Administration, Teachers, PBIS Team	Monthly Check & Connect Data, SWISS Data,			
			Provide explanations and discussions with parents/guardians for bus rules, behavior expectations, and safety concerns.	Teachers Administrators Bus shop personnel	CEIS Rubric & Progress monitoring data.			
			Letter for bus expectations consequences for infractions.	Administrators Superintendent				
			Review procedures for completing bus infractions sheets with bus drivers.	Bus drivers Bus shop personnel Administrators				
			Continue GRADfirst strategies to target academics, behavior and attendance. Implementation of Check and Connect.	Administrators, GRADFirst Committee, RTI Coordinator				

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Goal 3 (Cont)

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup) (SWP 9)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
			Provide supplemental reading & math instruction to students not meeting benchmark assessment.	Administration, Teachers, ILT, RTI Coordinator				

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Goal 4

Strategic Plan Goal Area: Family and Community Engagement (SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Develop and implement opportunities to involve parents in the decision making process and increase meaningful two-way communication with families and community

Specific School Objective: Increase the percentage of parents participating in communication resources

Measurable Goal(s)/Performance Target(s):

- Increase number of parents participating in the Title I survey from 409 to 500.
- Increase number of parents obtaining log in information for Infinite Campus from 104 to 345.
- Increase number of parents signed up for Remind from 160 to 300.

Georgia School Performance Standard	School Keys Strands	Student Group (All or Subgroup)	Strategies/Action Steps	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
					Artifacts	Evidence		
Planning and Organization	Planning and Organization	All Students	Provide multiple opportunities for parents to sign up for Remind and Infinite Campus.	Administrators ILT RTI/EIP/CEIS Coordinator Teachers Community Leaders/Volunteers	Sign In Sheet of Parents Enrolling	School Leaders Demonstrate: Schedule and Organize Stations Teachers Demonstrate: Mentor Students	Review monthly data from Infinite Campus and Remind	
Planning and Organization	Planning and Organization		Develop a Mentoring Program made up of community leaders and members.		Sign in Sheet of Mentors visiting		Assist in assigning mentors with students	
Planning and Organization	Planning and Organization		Work with representatives to assist with gaining more parent involvement in Title I and School Improvement meetings.		List of parents accessing facility to enroll.		Monthly contact with community to assist in parent enrollment.	
Family and Community Engagement	Family and Community Engagement		Plan family engagement outreach events at school and in our community.		Sign in sheets of parents in attendance		Surveys to decide on community events.	
			Establish a Parent Teacher Association					

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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) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Professional learning for balanced literacy	July 2016 – June 2017	Title II Funds Outside Consultant 10 days x \$2500 per day	K-5 Literacy Coach, Teachers, and Administration Media Specialist	Monitor student progress Dibels, IDI, and STAR data at the beginning, middle, and end of the year Review Lesson Plans Sign in sheets and agendas of professional learning	STAR Reports Dibels Oral Fluency Informal Decoding Inventory Milestone Results Sign in sheets and agendas
Professional Learning on Functional Behavior Analysis (FBA)	August 2016 - May 2017		Administrators, System RTI Coordinator, RTI Coordinator Teachers Administrators	BIP data Bus referrals	BIP SWIS
Professional Learning on Behavior Intervention Plan (BIP)	August 2016 - May 2017		Administrators, System RTI Coordinator, RTI Coordinator Teachers Administrators		
Professional Learning on Google classrooms and E-learn for ECES.	August 2016 - May 2017		IT Media Specialist ILT Teachers	Walk Through Data	TKES walkthrough data developed by district administration. Lesson Plans Sign in sheets Student work
Professional Learning GAETC Technology Conference	Fall 2016	180 per person, plus hotel and expenses	Administrators Teachers	Sign in sheets Redelivery	Agendas Handouts
Professional Learning on CGI	August 2016 to May 2017		Administration, Teachers, RESA, ILT	Walk through data and coaching	TKES, coaching schedule, sign-in sheet
Provide time for teachers to observe other teachers that effectively incorporate technology into their lessons.	August 2016 to May 2017		Administration, Teachers, ILT	Walk Through data	TKES walkthrough data developed by district administration. Lesson Plans Student work

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Parent Engagement and Communications

Parent Engagement Activities	Timeline	Estimated Cost Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Annual Title I Parent Meeting	August/September 2016		Administrators ILT	Survey	Sign In Sheet
Semester I Parent Engagement Meeting	October 2016		Administrators ILT Teachers	Survey	Sign In Sheets
Semester II Parent Engagement Meeting	March 2017		Administrators ILT Teachers	Survey	Sign In Sheets
Bi-Monthly School Newsletters	Every other month		Administrators ILT	Title I Surveys	Newsletter
Social Media: Remind, One-Call Now, Facebook, School Webpage	As needed		Administrators ILT Teachers	Title I Surveys	Screenshots

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Highly Qualified Staff (SWP 3, 5)

All courses are taught by highly qualified staff: YES NO

If no, explain:

List efforts to recruit highly qualified teachers to your school:

- Post openings on Teach Georgia
- Send vacancy announcements to colleges and universities
- Post vacancies on the school system's web page
- System level Mentoring / Induction Program will be developed for new teachers (one to three years teaching experience) in Elbert County. Teacher leaders representing each school will be appointed to serve as the liaison between the schools and system level. They will assist new teachers in transitioning to the school organization and classroom.
- Georgia Teacher Alternative Preparation Program (GaTAPP) will be used if necessary for prospective applicants who are changing careers and have not taken the appropriate teaching preparation courses.
- Provide professional learning in areas of need as indicated on professional learning survey with an emphasis on skills needed to implement GSE.

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Resources

Georgia School Performance Standards – <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

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

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

Title I – <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) – <https://www.indistar.org>

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