

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

NAME OF SCHOOL/PRINCIPAL:	Collins Elementary School/ Starla Barker, Ed. D.
NAME OF DISTRICT/SUPERINTENDENT:	Tattnall County/ Gina Williams, Ed. D.
<input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Targeted Support School <input checked="" type="checkbox"/> <u>Schoolwide Title I School</u> <input type="checkbox"/> Targeted Assistance Title I School <input type="checkbox"/> Non-Title I School <input type="checkbox"/> 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 [Signature] Date 8/25/2020

Principal Supervisor [Signature] Date _____

Principal [Signature] Date 7/31/2020

Title I Director [Signature] Date 8/25/2020
 (Title I Schools only)

Planning Committee Members

Name	Position/Role	Signature
Starla Barker, Ed. D.	Principal	[Signature]
G. Glenn Stewart	Assistant Principal	[Signature]
Lisa M. Tyler	Academic Coach	[Signature]
Holly Thigpen	Counselor	[Signature]
Nitonia Purdiman	RTI Coordinator	[Signature]
Christina Davalos	5th Grade Teacher	[Signature]
Stacey Oliver	3rd Grade Teacher	[Signature]
Caroline Shuman	1st Grade Teacher	[Signature]
Brandy Flanders	Paraprofessional	[Signature]
Veronica Contreras	Migrant Paraprofessional	[Signature]
Casey Cowart	Parent	[Signature]
Kasey Jamel	Parent	[Signature]
Tarsha Brown	Title I Family Engagement Coordinator	[Signature]

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

Please indicate the programs that are consolidated in this plan: IA, IIA, IIIA, IVA, VB, IC, Jell, 619
Parental Involvement

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Class Size Reduction And Academic Coach	Georgia Milestones EOGT GKIDS IDI iReady Data USATestPrep Rtl Data Stakeholder Survey Blended Learning	Administrators Academic Coach Teacher- grade K Support Staff- Paraprofessionals in grade 1 and Migrant paraprofessional	Individual Student Reports Parent Pamphlets Website Newsletters School Council Social Media Leadership Team Academic Coach Migrant Para/translator
Student Achievement	Georgia Milestone EOGT iReady USATestPrep STEAM PBL (Problem Based Learning) Eureka Math K-5 Rosetta Stone (EL) Bookworms K-5 AR/STAR (3-5) Blended Learning (Technology Edgenuity (Virtual Learning) N2Y (K-5 SPED)	Administration Academic Coach Teachers Support Staff Parents Students	Individual Student Reports Parent Pamphlets Website Newsletters School Council Social Media Leadership Team
Literacy	Georgia Milestone EOGT Star Reading iReady USATestPrep Bookworms STEAM PBL (Problem Based Learning) Growth Mindset Word Gen (SERP) 4-5 Rosetta Stone (EL)	Administrators Academic Coaches Teachers Support Staff RESA Parents Students	Individual Student Reports State Report Card Newsletters Open Forum Meetings (Grade Night/PTO/Open House) Leadership Team RTI Team

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<p>PBIS-Discipline</p>	<p>AR/STAR (3-5) Edgenuity (Virtual Learning) Blended Learning (EL) N2Y (K-5 SPED)</p>	<p>Ed Handbook Referrals Power School Choose Love Why Try Dojo Growth Mindset Check and Connect</p>	<p>PBIS Team RTI Team Administrators Academic Coach Teachers Support Staff Parents Students</p>	<p>Individual Behavior Reports Newsletter Parent Notifications/Contacts/Conferences BIP's Behavior Contracts-check in/check out FBA ISS</p>
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SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Goal Area: Literacy

(SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Improve lexiles and literacy skills for all students

Specific School Objective: Student achievement in ELA/Math/Science and Social studies will indicate growth and improvement by all students as reflected in scores on the 2021 Georgia Milestone/ EOG

- As measured by the Spring 2021 Georgia Milestones End of Grade Assessment (GMA EOG), the CES student population will decrease by 3% the DNM (Level 1) achievement level in ELA.

Grade	2016 CES Baseline Data				
	2017	2018	2019	2020	
5 th Grade	19%	36%	23%	32%	N/A
4 th Grade	25%	26%	42%	28%	N/A
3 rd Grade	15%	35%	23%	45%	N/A

GKIDS Data:

-By decreasing the class size utilizing the class reduction model of adding an additional teacher, student achievement will increase in the writing and numbers and operation standards according to the 2020 GKIDS. Using the class size reduction model of adding a teacher to kindergarten will allow for a block schedule for reading and ELA so content can be integrated.

GRADE	2016 CES Baseline Writing Standards	2017	2018	2019	2020	2019 CES Baseline Numbers and Operations Base 10	2017	2018	2019	2020
Kindergarten	67%	53%	37%	41%	N/A	67%	71%	62%	69%	N/A

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Georgia School Performance Standard	Student group (All or subgroup) (SWE 9)	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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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		
Curriculum Standard #1 and #3	All Students; Migrant Minority SPED EL ED Homeless Foster	<p>Progress Monitor the reading program (Bookworms) in the ELA content area to expose students to more appropriate "stretch band" texts and strategies.</p> <ul style="list-style-type: none"> Provide differentiated texts by Lexile score in ELA classroom in order to help students of various reading ranges have opportunities for growth Improve the students' exposure to content related texts that meet "stretch band" requirements Perform more frequent diagnostic investigation of a student's Lexile level so that teachers can systematically measure growth over time <p>Provide additional school wide support to all students in order to promote literacy across all subjects.</p> <ul style="list-style-type: none"> Paraprofessionals in grade 1, SPED and migrant will provide support to students on a more one to one basis through smaller class size Teachers and paraprofessionals will provide additional support to students who require additional services such as one to one assistance, language acquisition, and developmentally appropriate activities All classroom teachers will promote the literacy initiative in order to increase student awareness of improved literacy for at-risk students who require individual instruction, opportunities for DI (differentiation), flexible grouping, remediation and acceleration. ESOL teachers will provide additional support to students who require services using supplemental services and supplies as needed Additional 1st grade teacher will provide students with segments that will allow the teachers to plan hands-on, project based, and small group opportunities for all students. Teachers will be able to plan and differentiate lessons based on formative assessment data. They will be afforded common planning time to have student conferences to discuss student learning. 	<p>Student reports on EOGT and IDI</p> <p>Lesson plans</p> <p>PLC agendas;</p> <p>PLC Impact Checks</p> <p>GLM Impact Checks</p> <p>AR/STAR Report</p> <p>iReady Report</p> <p>Rosetta Stone Reports</p> <p>English in a Flash Reports</p> <p>ACCESS Reports</p> <p>USA TestPrep reports</p> <p>Professional Development Logs</p> <p>Sign In Sheets</p> <p>Curriculum approval</p>	<p>School Leaders Demonstrate:</p> <p>Facilitating and guiding meetings and discussions concerning the execution of the smart goal</p> <p>Vetting all programs and software as research based and appropriate for use with targeted students for acceleration and remediation according to What Works Clearinghouse</p> <p>Teachers Demonstrate:</p> <p>Use of cross-curricular strategies to increase the students' exposure to content specific literature.</p> <p>Implementation of CRS strategies to increase literacy throughout all content areas.</p> <p>Students Demonstrate:</p> <p>Improved reading, writing, speaking and listening (literacy) habits with a focus on understanding more rigorous content.</p>	<p>Faculty Contracted</p> <p>Bookworms supplies- Lexiled books</p> <p>Cardstock and supplies for student work</p> <p>iReady/IXL/Eureka/</p> <p>Professional Development in Bookworms/Eureka</p> <p>AR/STAR Program</p> <p>Rosetta Stone English in a Flash</p> <p>Migrant Paraprofessional</p> <p>1st grade paraprofessionals (3)</p> <p>Grade 1 self-contained teacher (1)</p> <p>Academic Coach Salary</p> <p>Day Tutors/Mentors</p> <p>USA TestPrep</p> <p>RESA/GRLS</p> <p>GOSA</p>	
Assessment Standard #1						
Instruction Standard #3, #4, and #7						
Professional Learning Standard #1, #2 and #3						
Leadership Standard #1 and #7						
Planning and Organizing Standard #3 and #6						
Family and Community Engagement Standard #4						
School Culture Standard #3 and #5		<p>Provide Academic Coach for additional support to all students and personnel in order to support literacy across all subjects.</p> <ul style="list-style-type: none"> Provide resources/training/modeling for increased knowledge of literacy standards and how to implement the standards effectively. <p>Provide differentiated instruction and blended learning opportunities revolving around technology and based on research based programs and software to meet remediate and accelerate student learning. Materials are research based and approved as prescribed in the What Works website: What Works Clearinghouse</p>				

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

Goal Area: School Climate and Culture (PBIS)

(SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Improve student support system for all students

Specific School Objective: Through the use of the Positive Behavioral Intervention and Supports (PBIS) for 2019-2020, CES will see a reduction in referrals, ISS days and OSS days for students by 3%.

Edhandbook Discipline Data and Goals for CES:

	15/16	16/17	17/18	18/19	19/20
Referrals	276	166	148	171	94
ISS Days	73	27	28	46	24
OSS Days	5	24	9	15	12

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Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	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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Georgia School Performance Standard	Student group (All or subgroup) (SWP)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard #1 and #4 Professional Learning Standard #1, #2 and #6 Leadership Standard # 1 and #8 Planning and Organizing Standard #3 and #6 Family and Community Engagement Standard #2 School Culture Standard #1, #3 and #5	All Students: Migrant Minority SPED EL ED Homeless Foster	<p>Promote consistency between teachers by meeting together once per week</p> <ul style="list-style-type: none"> Provide consistent expectations about behavior and expectations across all settings Collaborate across disciplines in order to link skills to multiple areas in order to add more familiarity to concepts <p>Provide additional school wide support to all students in order to promote a positive learning environment.</p> <ul style="list-style-type: none"> PBIS team will develop strategies based on behavioral data to help limit behavior problems as a whole Special education teachers will participate in SSIP training in an effort to implement a more effective co-teaching model aimed at helping special education students of all grades Paraprofessionals will also provide support to students as required Additional teacher to reduce class size <p>Provide consistent additional support to teachers and students in need to maximize positive behavior intervention system.</p> <ul style="list-style-type: none"> Policy and procedures for attendance Track student interventions with a check in-check out system Communicate with home to establish an inviting learning environment that welcomes and encourages families at school Regular communication to families about school expectations in various settings. Recognize students for achievements Academic Coach and counselor will provide model lesson/behavior plans as needed. <p>Provide Academic Coach as a resource to students and teachers as a facilitator for exemplar PBIS.</p> <ul style="list-style-type: none"> Provide support and professional development opportunities Facilitate PBIS lessons with a team- protocols, expectations, rewards and consequences Teach Choose Love curriculum Facilitate the Check and Connect process for PBIS Facilitate the use of Dojo as a positive reinforcement <p>Provide transitional support to 5th grade students preparing to enter postsecondary schools via interest surveys and projects for preparation for and awareness of opportunities for postsecondary education and the workforce using PBL's in STEAM classes</p> <p>Provide transitional support to Preschool/Headstart students preparing to enter elementary schools via schools visits, handouts for preparedness and parent strategies to engage students and parents in the educational process.</p>	<p>PLC impact checks</p> <p>PLC Agendas</p> <p>GLM agendas</p> <p>Parent communication logs</p> <p>PBIS data</p> <p>Student accountability documents</p> <p>Collaborative lesson plans</p> <p>Model Lesson Plans</p> <p>Model Behavior Plans</p> <p>Set up local post-secondary experiences for our students</p> <p>Check and Connect sign in sheets</p> <p>Choose Love schedule</p> <p>Project Based Learning Handouts</p> <p>Parent Flyers</p>	<p>School Leaders Demonstrate:</p> <p>Facilitating and guiding meetings and discussions concerning the execution of the smart goal</p> <p>Teachers Demonstrate:</p> <p>A collaborative support system in which all teachers assist students in maintaining appropriate behaviors</p> <p>Students Demonstrate:</p> <p>An understanding of the overall school PBIS plan and the individual actions required for them to be successful</p> <p>An understanding of post-secondary options available in our area.</p> <p>An understanding of postsecondary education and the workforce.</p> <p>An understanding of transitional services available when transitioning from Preschool/Headstart to Elementary School.</p>	<p>Periodic Impact checks</p> <p>EdHandbook Data</p> <p>Adjust strategies as needed</p> <p>Lesson Plans</p> <p>Behavior Plans</p> <p>Meeting Minutes</p> <p>PBL's</p> <p>Career Day Agenda</p> <p>Parent Flyers and Handouts for transition expectations</p>	<p>Faculty Contracted</p> <p>Ed Handbook</p> <p>Academic Coach Salary</p>

Professional Learning Plan to Support School Improvement Plan

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
New teacher mentors that assist throughout the year in an effort to promote teacher retention	2020-2021	Stipend to each mentor – TCBOE	TCBOE and mentoring teachers	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
New teacher orientation program assists new personnel in an effort to help them transition into their new position/ field	2020-2021	Stipend to each teacher – TCBOE	TCBOE	TCBOE, Administration, Academic Coach	New teacher orientation agendas, TKES documentation for new teacher
ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students	2020-2021	Faculty Contracted	ESOL Staff	Administrative observations, Lesson plans	Student testing data, Student classroom grades, Student ACCESS scores
Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques	2020-2021	iReady and USA TestPrep subscriptions	TCBOE and TCHS Guidance	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student usage reports, Student diagnostic reports
Purchase of instructional supplies for student projects based on PBL's for postsecondary educational opportunities	2020-2021	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student products

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2020-2021	TCBOE	TCBOE and Administration	TCBOE, Administration	Endorsement credentialing, master schedule class offering, teacher placement, student placement
2020-2021	TCBOE	TCBOE and Administration	Administrative observations, Lesson plans, Academic Coach visits	TKES teacher documentation, Student score reports on EOC
2020-2021	TCBOE	TCBOE, Administration, Attending Teacher	Administrative approval and placement	Teacher GACE score report and certification documentation
2020-2021	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documentation, Student products, Blended Learning plans
2020-2021	TCBOE	TCBOE, Administration, and Academic Coach	Baseline review of co-teaching model, administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documents, Student products and grades
2020-2021	TCBOE	TCBOE, Administration, and PBIS Team Members	PBIS Team members, Administration	PBIS meeting agendas, PLC agendas, Student behavioral data, Dojo data

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<p><u>Literacy</u> Purchase of iReady software to assist K-5 grade students with additional practice in Literacy skills as well as expand DI strategies for these students</p>	<p>2020-2021</p>	<p>Software subscription; TCBOE</p>	<p>All Teachers; Media Specialist; TCBOE</p>	<p>Administrative observations, Lesson plans, Academic coach visits</p>	<p>Teacher lesson plans, Diagnostic student learning reports,</p>
<p><u>Math</u> Provide professional learning to all math department concerning the implementation of Six Elements Training/Eureka</p>	<p>2020-2021</p>	<p>TCBOE</p>	<p>TCBOE</p>	<p>Administrative observations, Lesson plans, Academic Coach visits</p>	<p>Teacher lesson plans indicating incorporation of six elements</p>
<p><u>ELA</u> ELA Department representative(s) attend workshop/training on Teaching Narrative writing with plans to redeliver to department</p>	<p>2020-2021</p>	<p>TCBOE</p>	<p>ELA Department, Academic Coach, RESA</p>	<p>Administrative observations, Lesson plans, Academic Coach visits</p>	<p>Teacher lesson plans, Student product, professional development documentations</p>
<p><u>ELA</u> Increased use of technology for writing in K-5 grades in an effort to increase student familiarity of testing format</p>	<p>2020-2021</p>	<p>TCBOE</p>	<p>Media Specialist; ELA Teachers</p>	<p>Administrative observations, Lesson plans, Academic coach visits</p>	<p>Teacher lesson plans, Student products</p>
<p><u>Social Studies/Science</u> Increased incorporation of reading and writing from primary documents in an effort to improve literacy</p>	<p>2020-2021</p>	<p>NA</p>	<p>All Social Studies/ Science Faculty</p>	<p>Administrative observations, Lesson plans, Academic Coach visits</p>	<p>Teacher lesson plans</p>
<p>RTI Teir II and III class is used to target select students who have deficiencies in</p>	<p>2020-2021</p>	<p>TCBOE</p>	<p>Nitonia Purdiman – RTI Teacher</p>	<p>Administrative observations, Lesson plans, Academic Coach visits</p>	<p>Teacher lesson plans, EOGT score report, iReady, USA Test Prep</p>

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reading/writing						
GMAS training to focus on power standards.	2020-2021	TCBOE Contracted Outside RESA	GMAS Team	Administrative observations, Lesson plans, Team minutes, Academic Coach visits	Teacher lesson plans, Meeting minutes, Observation forms, Lesson plans	
Academic Coach	2020-2021	Faculty Contracted	Academic Coach	Administration, Academic Coach, Team minutes, Professional Logs	Lesson Plans, Professional Logs, Unit meeting Agenda, Curriculum alignment (mapping), Formative Assessments, Student testing data, Student classroom grades	

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
Open House – K-5 grade student and parent attend event in an effort to help student and parent become familiar with expectations.	Aug. 2020	Faculty Contracted Day	Administration, All Faculty	Stakeholder Surveys	Agenda; Sign-in sheets; Teacher syllabus per classroom
Parental Engagement Coordinator - The Tattnall County School System has hired this position to aid in all parental involvement activities	2020-2021	Salary - TCBOE	Title I Family Engagement Coordinator	Stakeholder Surveys	Job description, time sheets, list of activities
Grade Night – Parent information meeting concerning grade events	Aug. 2020	Faculty Contracted	Administration, All Faculty	% of parent/student participation	Agenda, Sign-in sheets
5 th Grade Orientation – Informational parent meeting for 6 th graders before they enter the 6 th grade	February 2021	Faculty Contracted	Administration; Academic Coach, 6 th Grade Teachers	% of parent/student participation	Agenda, Sign-in sheets, student registration sheets
Preschool (PreK and Headstart) transition to elementary school (K-5)	April 2021	Faculty Contracted	Administration Academic Coach Preschool Teacher K-5 Teachers	% of parent/student participation	Agenda, Sign-in sheets, student registration sheets

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Parent Portal	2020-2021	TCBOE	Lynna Hilliard – TCBOE; Paula Caraway – Registrar CES	Interactive hits on website	Interactive hits on website; Parent registration
Parent Portal Message Board – Provides informational updates to parents once they log in to the parent portal	2020-2021	TCBOE	Paula Caraway – Registrar CES	Interactive hits on website	Interactive hits on website; Parent registration
CES Website/Newsletters – Provides general information as well as class pages for all teachers	2020-2021	TCBOE	Angie Edwards – Media Specialist CES; All Faculty	Interactive hits on website	Class pages on website; Teacher event calendars
Individual Parent Meetings and 504 Meetings	2020-2021	Faculty Contracted	Holly Thigpen – Counselor	Student Progress Reports	Agenda, Signed documentation, teacher notes, etc.
Migrant PAC meeting - to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions, recommendations, comments and/or complaints	Aug. 2020, Jan 2021, Apr. 2021	Faculty Contracted	Migrant Paraprofessional	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts
ESOL parent meetings – Information meeting in an effort to connect the parent to the school and school processes	Oct 2019	Faculty Contracted	ESOL Teachers	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts

Homeless and Foster Community Resources	Aug 2020 And when updated	TCBOE	Academic Coach Registrar	Spring Survey	Agenda, Sign-in sheets, Minutes, Parent handouts
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Resources:

Highly Qualified Staff
(SWP 3, 5)

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.

- New Teacher Academy and beginning teacher stipend for new teacher orientation
- Job Listings on Teach Georgia
- Job Listings in local newspapers
- Mentor Teacher Program and stipends for assistance during the year to new teachers
- GACE Tests and Study Guides, Title IIA

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%20Forward%20Professional%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/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>