

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.

Comprehensive Support School *Targeted Support School* ***Schoolwide Title 1 School*** *Targeted Assistance Title 1 School*
 Non-Title 1 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

Name	Position/Role	Signature
Starla Barker, Ed. D.	Principal	
Ann Thompson	Assistant Principal	
Lisa M. Tyler	Academic Coach	
Holly Thigpen	Counselor	
Nitonia Purdiman	RTI Coordinator	
Shelley Daniel, Ed. D	5 th Grade Teacher	
Renee Lively, Ed. D	3 rd Grade Teacher	
Caroline Shuman	K Grade teacher	
Brandy Flanders	Paraprofessional	
Veronica Contreas	Migrant	
Kandi Hunter	Parent	
Tony Alvez	Parent	
Tarsha Beal	Title I Parent Liaison	

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

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

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 AIMSWEB Data RtI Data Stakeholder Survey	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
Student Achievement	Georgia Milestone EOGT AIMSWEB iStation IPass Rosetta Stone AR/STAR	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 AIMSWEB iStation IPass Rosetta Stone AR/STAR	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
PBIS-Discipline	Ed Handbook Referrals Power School	PBIS Team RTI Team Administrators Academic Coach Teachers Support Staff Parents Students	Individual Behavior Reports Newsletter Parent Notifications/Contacts/Conferences BIP's Behavior Contracts-check in/check out FBA

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

Goal Area: Literacy

(SWP 2, 7, 9, 10)

Strategic Plan Performance Objective: Improve 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 2018 Georgia Milestone/ EOGT

-By implementing the GaDOE Literacy Plan (K12), focusing on reading, writing, speaking, and listening in all content areas, at least 41% of all students in grade 5 will score at Level 3 or 4 on the 2017 EOGT in the area of ELA Overall Performance.

Grade	2016 CES Baseline Data	2017	State Target	Goal
5 th Grade	19%	36%	38%	43%
4 th Grade	25%	26%	42%	31%
3 rd Grade	15%	35%	36%	43%

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 2018 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	Goal	2016 CES Baseline Numbers and Operation Standards	2017	Goal
Kindergarten	67%	53%	63%	67%	71%	85%

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			

<p>Curriculum Standard #1 and #3</p> <p>Assessment Standard #1</p> <p>Instruction Standard #3, #4, and #7</p> <p>Professional Learning Standard #1, #2 and #3</p> <p>Leadership Standard # 1 and #7</p> <p>Planning and Organizing Standard #3 and #6</p> <p>Family and Community Engagement Standard #4</p> <p>School Culture Standard #3 and #5</p>	<p>All students</p>	<p>Progress Monitor the reading program (CRS) 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 migrant, grade 1 and additional teacher in grade K 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 All classroom teachers will promote the literacy initiative in order to increase student awareness of improved literacy for at-risk students who require more individual instruction, more opportunities for DI (differentiation), flexible grouping, remediation and acceleration. ESOL teachers will provide additional support to students who require services Additional K teacher will provide students with segments that will allow the teachers to plan hands-on, project based, and small group opportunities for students. Teachers will be able to plan and differentiate lessons based on formative assessment data. Teachers will be afforded more time to have student conferences to discuss student learning. <p>Provide Academic Coach for additional support to students and personnel in order to support literacy across all subjects.</p> <ul style="list-style-type: none"> Provide resources/training/modeling for 	<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>AIMSWEB Report</p> <p>Rosetta Stone Reports</p> <p>English in a Flash Reports</p> <p>ACCESS Reports</p> <p>iStation/iPass reports</p> <p>Professional Development Logs</p> <p>Sign In Sheets</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>Use of cross-curricular strategies to increase the students’ exposure to content specific literature. 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>Weekly GLM and monthly PLC focused on Literacy</p> <p>Observations by Academic Coach and Administration with specific feedback provided (TKES)</p> <p>CRS observations and checkpoints</p> <p>Lesson Plan checks</p> <p>AIMSWEB progress monitoring</p> <p>Ongoing professional learning for teachers in the implementation of the CRS/Eureka and learning strategies (Growing Readers Grant)</p> <p>EOGT</p> <p>iStation/iPass</p> <p>GMAS documentation</p> <p>Co-teaching/Inclusion documentation</p> <p>Professional Learning Logs</p>	<p>Faculty Contracted</p> <p>CRS supplies- Lexiled books</p> <p>Cardstock and supplies for student work</p> <p>AIMSWEB</p> <p>Professional Development in CRS/Eureka</p> <p>AR/STAR Program</p> <p>Rosetta Stone English in a Flash</p> <p>Migrant Paraprofessional</p> <p>1st grade paraprofessionals (2)</p> <p>Grade K self contained teacher (1)</p> <p>Academic Coach Salary</p> <p>Day Tutors/Mentor</p> <p>iStation/iPass</p> <p>RESA/GRLS</p> <p>GOSA</p>
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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 year five, CES will see a reduction in referrals, ISS days and OSS days for students.

Edhandbook Discipline Data and Goals for CES:

	15/16	16/17	17/18 Goal
Referrals	276	166	≤133
ISS Days	73	27	≤23
OSS Days	5	24	≤19

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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		
<p>Instruction Standard #1 and #4</p> <p>Professional Learning Standard #1, #2 and #6</p> <p>Leadership Standard # 1 and #8</p> <p>Planning and Organizing Standard #3 and #6</p> <p>Family and Community Engagement Standard #2</p> <p>School Culture Standard #1, #3 and #5</p>	All Students	<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 	<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>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>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>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	2017-2018	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	2017-2018	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	2017-2018	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	2017-2018	iStation and iPass subscriptions	TCBOE and TCHS Guidance	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student usage reports, Student diagnostic reports

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Purchase of instructional supplies for student projects	2017-2018	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic Coach visits	Lesson plans, Student products
Gifted and ESOL endorsement for regular education teachers	2017-2018	TCBOE	TCBOE and Administration	TCBOE, Administration	Endorsement credentialing, master schedule class offering, teacher placement, student placement
Educational conferences in DI and content areas including substitutes, conference registration, and travel	2017-2018	TCBOE	TCBOE and Administration	Administrative observations, Lesson plans, Academic Coach visits	TKES teacher documentation, Student score reports on EOC
GACE registration to assist teachers in remaining highly qualified	2017-2018	TCBOE	TCBOE, Administration, Attending Teacher	Administrative approval and placement	Teacher GACE score report and certification documentation
Increased use of technology in the classroom to enhance student engagement	2017-2018	TCBOE	TCBOE and Media Specialist	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, PLC agendas, TKES teacher documentation, Student products
Special education and regular classroom teachers will participate in SSIP Co-teaching training in an effort to more effectively address the needs of special education students in the inclusion model	2017-2018	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 documentations, Student products and grades
A PBIS team that meets periodically has been selected and trained in order for the team to assist administration with the	2017-2018	TCBOE	TCBOE, Administration, and PBIS Team Members	PBIS Team members, Administration	PBIS meeting agendas, PLC agendas, Student behavioral data

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determination of strategies to positively affect student behavior across grade levels					
<u>Literacy</u> Purchase of iStation software to assist K-5 grade students with additional practice in Literacy skills as well as expand DI strategies for these students	2017-2018	Software subscription; TCBOE	All Teachers; Media Specialist; TCBOE	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Diagnostic student learning reports,
<u>Math</u> Provide professional learning to all math department concerning the implementation of Six Elements Training/Eureka	2017-2018	TCBOE	TCBOE	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans indicating incorporation of six elements
<u>ELA</u> ELA Department representative(s) attend workshop/training on Teaching Narrative writing with plans to redeliver to department	2017-2018	TCBOE	ELA Department, Academic Coach, RESA	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans, Student product, professional development documentations
<u>ELA</u> Increased use of technology for writing in K-5 grades in an effort to increase student familiarity of testing format	2017-2018	TCBOE	Media Specialist; ELA Teachers	Administrative observations, Lesson plans, Academic coach visits	Teacher lesson plans, Student products
<u>Social Studies/Science</u> Increased incorporation of reading and writing from primary documents in an effort to improve literacy	2017-2018	NA	All Social Studies/ Science Faculty	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans

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RTI Teir II and III class is used to target select students who have deficiencies in reading/writing	2017-2018	TCBOE	Nitonia Purdiman – RTI Teacher	Administrative observations, Lesson plans, Academic Coach visits	Teacher lesson plans, EOGT score report, Aimsweb
GMAS training to focus on power standards.	2017-2018	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	2017-2018	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. 3, 2017	Faculty Contracted Day	Administration, All Faculty	Stakeholder Surveys	Agenda; Sign-in sheets; Teacher syllabus per classroom
Parental Engagement Coordinator (Tarsha Beal) - The Tattnall County School System has hired this position to aid in all parental involvement activities	2017-2018 School Year	Salary - TCBOE	Tarsha Beal	Stakeholder Surveys	Job description, time sheets, list of activities
Grade Night – Parent information meeting concerning grade events	Aug. 24, 2017	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 2018	Faculty Contracted	Administration; Academic Coach, 6 th Grade Teachers	% of parent/student participation	Agenda, Sign-in sheets, student registration sheets
Parent Portal	2017-2018	TCBOE	Lynna Hilliard – TCBOE; Paula Caraway – Registrar CES	Interactive hits on website	Interactive hits on website; Parent registration

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Parent Portal Message Board – Provides informational updates to parents once they log in to the parent portal	2017-2018	TCBOE	Paula Caraway – Registrar CES	Interactive hits on website	Interactive hits on website; Parent registration
CES EChalk Website – Provides general information as well as class pages for all teachers	2017-2018	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	2017-2018	Faculty Contracted	Holly Thigpen – Counselor	Student Progress Reports	Agenda, Signed documentation, teacher notes, etc.
<p>Resources:</p> <p>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</p>	Aug. 2017, Jan 2018, Apr. 2018	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 2017	Faculty Contracted	ESOL Teachers	Spring survey evaluation instrument	Agenda, Sign-in sheets, Minutes, Parent handouts

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/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 I - <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>