

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL/PRINCIPAL:

Rabun County Elementary School/Jonathan Welch, Principal

NAME OF DISTRICT/SUPERINTENDENT:

Rabun County Schools/Melissa Williams, Superintendent

Schoolwide Title I School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

****Can be translated to any language upon request.**

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal _____ Date _____

Title I Director _____ Date _____

Planning Committee Members

Name	Position/Role	Signature – Sign-In Sheet on File
Melissa Williams	Superintendent	
Jonathan Welch	Principal 2018-2019	*
Lisa Patterson	Principal 2017-2018	
Joy Phillips	Assistant Principal 2018-2019	*
Colette Lovell	Assistant Principal 2017-2018/2018-2019/Parent	
Mark Beck	Assistant Principal Principal 2017-2018	
Amy Pruitt	Federal Programs Director/Parent	
Michelle Black	Family Engagement Specialist	
Cindi Dean	Director of Business Operations/School Nutrition Director	
Elise Allen	Teacher	
Sarah Hutcheson	Parent	
Joshua Holt	Parapro/Parent	
Michelle Noffsinger	Teacher/Parent	
Christina Toneygay	Counselor	
Michelle Newman	Parapro/Parent	
Katrina Blalock	Parent	
Jessica Cantrell	Media Specialist	
M'ryanne Peacock	Teacher	
Kelley Curtis	Teacher	
Grant Chartrand	Student	
Brandie Richardson	Parent	
Whitney Kelly	Teacher/Parent	
Laurie Dills	Teacher/Parent	
Starla Shriver	Parapro/Parent	
Meadow Krockum	Teacher	
Holli Weber	Teacher/Parent	
Joey Thompson	Parent	

Consolidation of Federal Funds	No	Priority School	No	Focus School	No
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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Improve math Fluency and number sense – building an understanding of advanced numeration into more complex math concepts such as place value, fractions, multiplication and division.</p>	<ul style="list-style-type: none"> ● Milestones Data - Georgia Milestones assessments are normed statewide. Teachers have been trained to administer the assessment properly according to the Georgia Milestones testing instructions. Therefore, the disaggregated assessment results for each category are valid and reliable. ● Classroom Assessment Data ● Teacher Observational Data ● EasyCBM Math Assessment Data- EasyCBM is a nationally normed, research-based benchmark assessment. Teachers have been trained to administer the assessment properly according to the EasyCBM instructions. Therefore, the disaggregated assessment results for each category are valid and reliable. ● STAR Math Data ● Feedback from teachers in other grades (vertical planning) ● Title 1 Parent Involvement Survey Results 	<p>All members who signed in above & content area teachers</p>	<ul style="list-style-type: none"> ● Data was shared at the Needs Assessment meeting in PowerPoint form ● Handouts showing a breakdown of the data were provided to members of the team ● All stakeholders were invited to attend the meeting via parent newsletters, school marquee, school website, phone calls, and email. ● Parents were given several opportunities to read drafts of Title I Parent/School Compacts ● Teachers will interpret and explain individual EasyCBM Math & Reading fall student assessment results in a face-to-face or phone conference with every students' parent/guardian by November 30, 2017. ● Parent letters provided by the Georgia Milestones Assessment System will be distributed to all students when received. These letters will inform parents about Milestones scores and what they mean. ● There will be an open public meeting to report disaggregated data in May of 2018. All RCES parents, community members, personnel, and other stakeholders will be invited to attend the meeting. ● RCES will distribute disaggregated Georgia Milestones data to parents and other stakeholders via newsletters, conferences, etc.
<p>Increase reading fluency, vocabulary, and comprehension.</p>	<ul style="list-style-type: none"> ● Milestones Data - Georgia Milestones assessments are normed statewide. Teachers have been trained to administer the assessment properly according to the Georgia Milestones testing instructions. Therefore, the disaggregated assessment results for each category are valid and reliable. ● Classroom Assessment Data ● Teacher Observational Data ● EasyCBM Reading Data - EasyCBM is a nationally normed, 	<p>All members who signed in above & content area teachers</p>	<ul style="list-style-type: none"> ● Data was shared at the Needs Assessment meeting in PowerPoint form ● Handouts showing a breakdown of the data were provided to members of the team ● All stakeholders were invited to attend the meeting via parent newsletters, school marquee, school website, phone calls, and email. ● Parents were given several opportunities to read drafts of Title I Parent/School Compacts ● Teachers will interpret and explain individual EasyCBM Math & Reading fall student assessment results in a face-to-face or phone conference with every students' parent/guardian by November 30, 2017.

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	<p>research-based benchmark assessment. Teachers have been trained to administer the assessment properly according to the EasyCBM instructions. Therefore, the disaggregated assessment results for each category are valid and reliable.</p> <ul style="list-style-type: none"> ● STAR Reading Data ● Feedback from teachers in other grades (vertical planning) ● Title 1 Parent Involvement Plan Results 		<ul style="list-style-type: none"> ● Parent letters provided by the Georgia Milestones Assessment System will be distributed to all students when received. These letters will inform parents about Milestones scores and what they mean. ● There will be an open public meeting to report disaggregated data in May of 2018. All RCES parents, community members, personnel, and other stakeholders will be invited to attend the meeting. ● RCES will distribute disaggregated Georgia Milestones data to parents and other stakeholders via newsletters, conferences, etc.
<p>Improve RCES climate and culture.</p>	<ul style="list-style-type: none"> ● School Attendance Data ● CCRPI STAR Rating Data ● School Behavioral Data from PowerSchool and SWIS ● Title 1 Parent Involvement Survey Results ● TKES Parent & Teacher Survey Results ● PBIS Student Survey Results ● Teacher Observation 	<p>All members who signed in above, students, parents, & teachers</p>	<ul style="list-style-type: none"> ● Data was shared at the Needs Assessment meeting in PowerPoint form ● Handouts showing a breakdown of the data were provided to members of the team ● All stakeholders were invited to attend the meeting via parent newsletters, school marquee, school website, phone calls, and email.
			<ul style="list-style-type: none"> ●

SMART GOAL #1- The percentage of 3-6 grade students scoring in the "High Risk" range on the Fall Math-EasyCBM will decrease by at least 2% on the spring Math-EasyCBM.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 4: Uses research-based instructional practice that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p>	All Students	<p>Provide effective differentiation during math instruction for all students.</p> <ul style="list-style-type: none"> Use flexible grouping based on current formative data to ensure student needs are addressed. Use STAR Math Assessment reports to place each student in appropriate reading levels and to provide appropriate reading goals. 	<p>Lesson Plans</p> <p>Walk-throughs conducted by the administration</p>	<p>Students will demonstrate a mastery of the content as demonstrated on summative classroom assessments, EasyCBM results, and Milestones Math assessment at the end of the fiscal year. Students will also show growth on their STAR Math tests.</p>	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p> <p>STAR Math Assessment tests administered at the beginning of school and at the end of each 9 weeks.</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$1,000.00</p> <p>Purchase of 2 Sets of Chrome Books and Carts to aid in the instruction of content</p>

<p>Instruction Standard 9: Provides timely, systematic, data-driven interventions</p>	<p>All Students</p>	<p>Provide one-on-one interventions for students as needed.</p> <ul style="list-style-type: none"> In addition to the teacher providing remediation when needed, utilize technology programs for interventions. 	<p>Data reports from Technology Labs conducting interventions</p>	<p>Students will demonstrate an improved understanding of the specific area of focus.</p>	<p>Technology instructors will submit a data report of intervention programs to the administration monthly for review.</p>	<p>\$0.00</p>
<p>Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p>	<p>All Students</p>	<p>Improve Parent Understanding of Ways to Help their Student in Math</p> <ul style="list-style-type: none"> Have a Family Engagement Specialist available to provide parents with workshops and assistance on helping their child with math needs (English & Spanish). Hold a family math night where parents are taught how they can help their children at home. Use of the Parent Resource Room where parents can check out materials to use at home to help their child. 	<p>Parent Resource Room Check out Sheet</p> <p>Parent Workshop Agendas</p>	<p>The school will create a climate of cooperation with families, which will welcome and provide parents/guardians with the resources and knowledge needed to assist their children at home, when needed.</p>	<p>Monthly reports from the Family Engagement Specialist will be submitted to show use of the parent resource room and frequency of parent workshops. (These are submitted to the Federal Programs Director.)</p>	<p>Title 1 funding for supplies and materials for Family Engagement- Approximately \$3000.00</p>

SMART GOAL #2- The percentage of 3-6 grade students scoring in the "High Risk" range on the Rall Reading-EasyCBM will decrease by at least 2% on the spring Reading-EasyCBM.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Instruction Standard 4: Uses research-based instructional practice that positively impact student learning</p>	All Students	<p>Provide effective reading and writing instruction to all students.</p> <ul style="list-style-type: none"> Ensure that reading and writing are integrated regularly across the curriculum including science, social studies, and math. 	<p>Lesson Plans</p> <p>Walk-throughs conducted by the administration</p>	<p>Students will demonstrate a mastery of the content as demonstrated on summative classroom assessments, EasyCBM results, and Milestones Math assessment at the end of the fiscal year.</p>	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$1,000.00</p> <p>Purchase of 2 Sets of Chrome Books and Carts to aid in the instruction of content</p>

<p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 4: Uses research-based instructional practice that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p>	<p>All Students</p>	<p>Provide effective differentiated small group reading instruction for all students.</p> <ul style="list-style-type: none"> ● Use flexible grouping based on current formative data to ensure student needs are addressed. ● Use STAR Reading Assessment reports to place each student in appropriate reading levels and to provide appropriate reading goals. 	<p>Lesson Plans</p> <p>Walk-throughs conducted by the administration</p>	<p>Students will demonstrate a mastery of the content as demonstrated on summative classroom assessments, EasyCBM results, and Milestones Reading assessment at the end of the fiscal year. Students will also show growth on their STAR Reading Tests.</p>	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be ongoing (minimum of 1 per quarter) to ensure effectiveness of instruction.</p> <p>STAR Reading Assessment tests administered at the beginning of school and at the end of each 9 weeks.</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$1,000.00</p>
<p>Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p>	<p>All Students</p>	<p>Improve Parents' Understanding of Ways to Help their Child Learn to Read</p> <ul style="list-style-type: none"> ● Have Family Engagement Specialist provide parents with workshops and assistance on helping their child with reading needs. ● Hold family literacy nights where parents are taught how to work with their child at home. ● Utilize the Parent Resource Room for parents to check out materials to use at home to help their child. 	<p>Parent Resource Room Check out Sheet</p> <p>Parent Workshop Agendas</p>	<p>The school will create a climate of cooperation with families, which will welcome and provide parents/guardians with the resources and knowledge needed to assist their children at home, when needed.</p>	<p>Monthly reports from the Family Engagement Specialist will be submitted to show use of the parent resource room and frequency of parent workshops. (Submitted to Federal Programs Director.)</p>	<p>Title 1 funding for supplies and materials for the Parent Resource Room- Approximately \$3,000.00</p>

SMART GOAL #3- Maintain a positive school climate and culture by scoring 4 or higher on the 2018-19 CCRPI Star Climate Rating.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Timeline for Implementation/ Method for Monitoring	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Planning and Organization Standard 6: Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment</p> <p>Family and Community Engagement Standard 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>Family and Community Engagement Standard 3: Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students</p> <p>Family and Community Engagement Standard 6: Connects families with agencies and resources in the</p>	All Students	<p>Increase PBIS/PRIDE Code Implementation</p> <ul style="list-style-type: none"> Expand the existing PBIS system <p>Strengthen Behavioral Interventions</p> <ul style="list-style-type: none"> Establish a school-wide criteria for students to participate in end-of-quarter rewards as well as the end of year award Establish end of year incentives for behavior, attendance, and academic success Promote positive student behaviors through the development of positive school-wide campaigns Provide parent workshops on behavioral interventions and strategies Provide materials in the parent resource room to help families with behavioral needs 	<p>Newsletters and communication logs</p> <p>PBIS Meeting Agendas, sign-in sheets, comparison of data</p> <p>Social Media</p> <p>Parent Workshop Agendas and sign-in sheets</p> <p>Attendance Data</p> <p>Climate Survey Results</p>	<p>Students will demonstrate a willingness to follow the RCES PRIDE Code.</p> <p>The number of office referrals will reduce from those of previous years.</p>	<p>Administration will review attendance and provide incentives for perfect attendance quarterly.</p> <p>PRIDE Team meetings will be held quarterly to monitor implementation and effectiveness of our PBIS plan.</p> <p>Administration will monitor office referral data monthly.</p> <p>Climate Survey Results- April, 2019</p>	<p>Mailing costs for all correspondence to families regarding relationship building- Funded through office supply money – Approximately \$400.00</p> <p>End of 9 weeks Incentives- Donations</p> <p>End of Year Incentives/Field Trips- Approximately \$60,000 raised through donations and fundraisers</p>

<p>community to meet the needs of students</p> <p>School Culture Standard 3: Establishes a culture that supports the college and career readiness of students</p>						
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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/Timeline	Artifacts/Evidence of Impact on Student Learning
Professional Learning Communities focused on various topics (Improving Math Fluency & Numeration; Increasing Reading Fluency, Vocabulary and Comprehension; Improving School Climate & Culture, etc.)	Throughout the 2018-2019 School Year	Professional Learning Communities will meet during common planning times or after school. Costs will be minimal since RCES teachers will lead the PLC discussions. When needed, funds will come from professional development.	Jonathan Welch, Joy Phillips, Colette Lovell, Joi Woods, Amy Pruitt	Teachers will share new knowledge during grade level meetings and faculty meetings as appropriate-monthly TKES and administrative observations will provide evidence of the implementation of professional learning-ongoing (at least one every 9 weeks)	Math & Reading EasyCBM, STAR Reading Post-Tests, Georgia Milestones, Moby Max, Powerschool Grades, and common assessments SWIS (through PBIS) & Powerschool Behavioral Data
Technology: Manga High Math Training & SRA Reading Training	Pre-planning - August, 2018	Licenses for programs- Professional Learning Funds	Greg Purcell Joi Woods Jonathan Welch, Joy Phillips, Colette Lovell	Teachers will use the software to implement interventions and monitor student progress- weekly Administration will monitor through software data- monthly	Math & Reading EasyCBM, Georgia Milestones, Moby Max, Powerschool Grades, and common assessments software data

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
Back to School Blitz	July 28, 2018	\$0 to RCES	Amy Pruitt Michelle Black Tammy Wilbanks		Parent & Student Sign-In Sheets
Meet Your Teacher/Open House	August 2, 2018	\$500.00 – Parent Materials / RCES Instructional Account	All RCES Personnel	Feedback from parents during the event Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Results
Title I Annual Meeting	October 6, 2018 7:00 A.M. & 7:00 P.M.	\$0 to RCES	Federal Programs Director – Amy Pruitt		Sign-In Sheets
School Council Meetings	September 20, 2018 November 15, 2018 January 17, 2019 March 21, 2019 May 16, 2019	\$200.00 Funding Source: RCES Principal's Fund	Jonathan Welch	Feedback from parents during the events Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Results
Family Literacy Night	October 25, 2018	\$To Be Determined Funding Source: Title 1 Parent Involvement Funds	RCES Teachers Family Engagement Specialist RCES Administration	Feedback from parents during the event Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Results
Family Math & Science Night	March 7,, 2019	\$To Be Determined Funding Source: Title 1 Parent Involvement Funds	RCES Teachers Family Engagement Specialist RCES Administration	Feedback from parents during the event Parent Involvement Survey	Sign-In Sheets Parent Involvement Survey Classroom Assessments Math GM Results
Ongoing Communication via Classroom Newsletters, Student Agenda Books, School Website, Principal Newsletters, School Marquee, Parent Conferences, etc.	Throughout the 2018-2019 School Year	\$0	All RCES Personnel	Feedback from parents Parent Involvement Survey	Parent Involvement Survey Milestones Assessments

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>