

RABUN COUNTY ELEMENTARY SCHOOL TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN 2021-2022 School Year

Jonathan Welch, Principal
Dr. April Childers, Superintendent-Rabun County Schools
Amy Pruitt-Federal Programs Director

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

SIGNATURES:	
Superintendent _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____

Planning Committee Members

Name	Position/Role	Signature – Sign-In Sheet on File
Dr. April Childers	Superintendent	
Jonathan Welch	Principal	
Kelsey Thompson	Assistant Principal	
Colette Lovell	Assistant Principal	
Amy Pruitt	Federal Programs Director/Parent	
Michelle Black	Family Engagement Specialist	
Cindi Dean	Director of Business Operations/School Nutrition Director	
Joshua Holt	Parent	
Christina Toneygay	Counselor	
Meredith Thompson	Parent	
Jessica Cantrell	Media Specialist	
M'ryanne Peacock	Teacher	
Kelley Curtis	Teacher	
Tiffani Cavender	Parent	
Josue Espitia	Parent	
Laurie Dills	Teacher/Parent	
Jamie Crane	Teacher	
Holli Weber	Teacher/Parent	

Consolidation of Federal Funds	No	Priority School	No	Focus School	No
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Spring 2021 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 ● Classroom Assessment Data ● Teacher Observational Data ● MAP Math Assessment Data- MAP is a nationally normed, research-based benchmark assessment. Teachers have been trained to administer the assessment properly according to the MAP instructions. Therefore, the disaggregated assessment results for each category are valid and reliable. ● MAP Math Data ● Feedback from teachers in other grades (vertical planning) ● Title 1 Family Engagement 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 ● 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 fall MAP results in a face-to-face or phone conference with every students' parent/guardian by November 1, 2021. ● Parent letters provided by the Georgia Milestones Assessment System will be distributed to all students when received. ● Spring CNA/SWP meetings will be held to share data with all stakeholders. ● 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 ● Classroom Assessment Data ● Teacher Observational Data ● MAP Reading Data - MAP is a nationally normed, research-based benchmark assessment. Teachers have been trained to administer the assessment properly according to the MAP instructions. Therefore, the disaggregated assessment results for each category are valid and reliable. ● MAP Reading Data ● Feedback from teachers in other grades (vertical planning) ● Title 1 Family Engagement Plan 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 fall MAP results in a face-to-face or phone conference with every students' parent/guardian by November 1, 2021. ● Parent letters provided by the Georgia Milestones Assessment System will be distributed to all students when received. ● Spring CNA/SWP meetings will be held to share data with all stakeholders. ● 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 Family Engagement 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 ● All stakeholders were invited to attend the meeting via parent newsletters, school marquee, school website, phone calls, and email.

SMART GOAL #1

The percentage of students in grades 3-6 who meet their expected growth target between the fall math MAP Assessment to the spring math MAP assessment will increase by 3%.

Georgia School Performance Standard	Student Group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Students		Timeline for Implementation & Monitoring Method	Estimated Cost Funding/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 math differentiation 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 MAP Assessment reports to place each student in appropriate reading levels and to provide appropriate reading goals. Provide an instructional coach to help support administration and teachers in math. Provide an additional interventionist. 	<p>Lesson Plans</p> <p>Walk-throughs conducted by administration</p>	<p>Students will demonstrate a mastery of the content as demonstrated on summative classroom assessments, MAP results, and Milestones Math assessment at the end of the fiscal year. Students will also show growth on their MAP Math tests.</p>	<p>Teachers will submit lesson plans to administration for review weekly.</p> <p>Walkthroughs will be ongoing (5x5 daily) to ensure effectiveness of instruction.</p> <p>MAP will be administered in fall, winter, spring.</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$1,000.00</p> <p>Funding for instructional supplies to be used during instruction on math goals- Approximately \$5,000.00</p> <p>Funding for coach (local)</p>
<p>Instruction Standard 9: Provides timely, systematic, data-driven interventions</p>	All Students	<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. Provide interventionists/tutors in math to support student learning. 	<p>Data reports</p> <p>Walk-throughs conducted by administration</p>	<p>Students will demonstrate an improved understanding of the specific area of focus.</p>	<p>Monthly technology reports.</p> <p>Walkthroughs will be ongoing (5x5 daily) to ensure effectiveness of instruction.</p>	<p>Funding for interventionist/tutors- Approximately \$10,000.00</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 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>
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SMART GOAL #2

The percentage of students in grades 3-6 who meet their expected growth target between the fall reading-MAP Growth to the Spring Reading- Map Growth assessment will increase by 3%.

Georgia School Performance Standard	Student Group <small>(All or subgroup)</small>	Action /Strategies	Evaluation of Implementation and Impact on Students		Timeline for Implementation & Monitoring Method	Estimated Cost Funding/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. ● Provide an instructional coach to help support administration and teachers in reading. 	<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, MAP 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>MAP will be administered in fall, winter, spring.</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$1,000.00</p> <p>Funding for instructional supplies to be used during instruction on reading goals - Approximately \$5,000.00</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 MAP Reading Assessment reports to place each student in appropriate reading levels and to provide appropriate reading goals. ● The completion of a functional bookroom to provide leveled readers. ● Provide additional interventionists to support student learning. 	<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, MAP results, and Milestones Reading assessment at the end of the fiscal year. Students will also show growth on their MAP 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>MAP will be administered in fall, winter, spring.</p>	<p>Professional Learning funds for continued teacher support in math instruction if deemed necessary by the administration- Approximately \$1,000.00</p> <p>Funding to provide leveled readers and materials for the new bookroom. \$20,000</p> <p>Funding for interventionist/tutors- Approximately \$40,000</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 Specialists 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 CCRPI Star Climate Rating.

Georgia School Performance Standard	Student Group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Students		Timeline for Implementation & Monitoring Method	Estimated Cost Funding/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 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>	<p>All Students</p>	<p>Increase PBIS/PRIDE Code Implementation</p> <ul style="list-style-type: none"> ● Expand the existing PBIS system ● Increase the PBIS Team <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, 2021</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>

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 2021-2022 School Year	<p>Professional Learning Communities will meet during common planning times or after school.</p> <p>Costs will be minimal since RCES teachers will lead the PLC discussions.</p> <p>When needed, funds will come from professional development.</p>	Jonathan Welch Kelsey Thompson Colette Lovell Kelly McKay Amy Pruitt	<p>Teachers will share new knowledge during grade level meetings and faculty meetings as appropriate-monthly</p> <p>TKES and administrative observations will provide evidence of the implementation of professional learning-ongoing (at least one every 9 weeks)</p>	<p>Math & Reading MAP, Georgia Milestones, Moby Max, Powerschool grades, and common assessments</p> <p>SWIS (through PBIS) & Powerschool behavioral data</p>
Technology Math Training Reading Training	Throughout the 2021-2022 School Year	Licenses for programs Professional learning funds	Greg Purcell Kelly McKay Jonathan Welch Kelsey Thompson Colette Lovell	<p>Teachers will use the software to implement interventions and monitor student progress- weekly</p> <p>Administration will monitor through software data- monthly</p>	<p>Math & Reading MAP, Georgia Milestones, Moby Max, Powerschool grades, and common assessments</p> <p>software data</p>

Family Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Artifacts/Evidence of Impact on Student Learning
Meet Your Teacher/Open House	August, 2019	\$500.00 – Parent Materials / RCES Instructional Account	All RCES Personnel	-Sign-In Sheets -Family Engagement Survey Results
Title I Annual Meeting	October 5, 2021 8:30 A.M. & 5:00 P.M.	\$0 to RCES	Amy Pruitt RCES Administration	-Sign-In Sheets/Agendas
School Council Meetings	September 16, 2021 November 18, 2021 January 20, 2022 March 17, 2022 May 25, 2022	\$200.00 Funding Source: RCES Principal's Fund	Jonathan Welch	-Sign-In Sheets/Agendas
Family Literacy Night	October 19, 2021	\$To Be Determined Funding Source: Title 1 Family Engagement Funds	RCES Teachers Family Engagement Specialist RCES Administration	-Sign-In Sheets -Family Engagement Survey Results
Family Math & Science Night	March 3, 2022	\$To Be Determined Funding Source: Title 1 Family Engagement Funds	RCES Teachers Family Engagement Specialist RCES Administration	-Sign-In Sheets -Family Engagement Survey -Classroom Assessments -Math GM Results
Spring Input Meetings	March 8, 2022 8:30 A.M. & 5:00 P.M.	\$0	Amy Pruitt RCES Administration	-Sign-In Sheets
Ongoing Communication via Classroom Newsletters, Student Agenda Books, School Website, Principal Newsletters, School Marquee, Parent Conferences, etc.	Throughout the 2021-2022 School Year	\$0	All RCES Personnel	-Family Engagement Survey -Milestones Assessments