



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

NAME OF SCHOOL/PRINCIPAL:

Wacona Elementary/ John Chancey

NAME OF DISTRICT/SUPERINTENDENT:

Ware County/ Jim LeBrun

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I 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 (SWP 8, 16)

Name	Position/Role	Signature
John Chancey	Principal/Chairman	
Shawn Benefield	Assistant Principal/Co-Chairman	
Michele Yaun	Instructional Coach	
Kim Callahan	Counselor	
Andrea Miller	Media Specialist	
Lonnie Adamson	Special Education Teacher	
Ann Guess	Kindergarten Teacher	
Penny Deems	First Grade Teacher	
Gloria Roberts	Second Grade Teacher	
Darlene Smith	Third Grade Co-Teacher	
Cheryl Bennett	Fourth Grade Teacher	
James Bell	Fifth Grade Teacher	
Michelle Peacock	Parent	
Chris Thornton	Parent	

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: none _____

School Designated as a Priority School ___No___ (Yes or No)

School Designated as a Focus School ___No___ (Yes or No)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Increase the number of Students with Disabilities and African Americans performing at Levels 3 and 4 on the 3rd – 5th Grade Math portions of the Georgia Milestones Assessment.</p>	<p>GA Milestones Mid-Year Benchmark Unit Assessments CCRPI Results PBIS</p>	<p>Administrators, Teachers, Students, Parents</p>	<p>Title I and PTO Meetings Website School Newsletters Parent Compact Blackboard Connect School Marquis Infinite Campus Agendas Remind Facebook</p>
<p>Increase the number of Students With Disabilities and African Americans performing at Levels 3 and 4 on the 3rd -5th Grade ELA portion of the Georgia</p>	<p>GA Milestones Mid-Year Benchmark Unit Assessments CCRPI Results</p>	<p>Administrators, Teachers, Students, Parents</p>	<p>Title I and PTO Meetings Website School Newsletters Parent Compact</p>

Division of School and District Effectiveness | School Improvement PLAN

<p>Milestones Assessment.</p>	<p>STAR Assessment SRI Assessments PBIS</p>		<p>Remind Facebook Blackboard Connect School Marquis Infinite Campus Agendas</p>
<p>Increase the number of all 5th grade students performing at Levels 3 and 4 on the 5th Grade Social Studies portion of the Georgia Milestones Assessment.</p>	<p>GA Milestones Mid-Year Benchmark Unit Assessments CCRPI Results PBIS</p>	<p>Administrators, Teachers, Students, Parents</p>	<p>Title I and PTO Meetings Website School Newsletters Parent Compact Blackboard Connect School Marquis Infinite Campus Agendas</p>

SMART GOAL #1 Increase the number of students in grades 3-5 performing at Level 3 and 4 on the Math portion of the Georgia Milestones Assessment from 35%FY16 to 40%FY17 for third grade, 45%FY16 to 47%FY17 for fourth grade, and 39%FY16 to 45%FY17 for fifth grade. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Funding Source, and/or Resources
			Artifacts	Evidence		

Division of School and District Effectiveness | School Improvement PLAN

<p>Curriculum 1, 2, 3</p> <p>Assessment 1, 2, 3, 4</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Professional Learning 1, 2, 3, 4, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning 1, 2, 3, 4, 5, 6,</p> <p>Family Engagement 1, 2, 3, 4, 5, 6</p> <p>School Culture 1, 2, 3, 4, 5</p>	<p>All Students</p> <p>Subgroups- Students With Disabilities and African Americans</p> <p>Teachers</p> <p>Parents</p>	<ul style="list-style-type: none"> • Universal Screening are administered 3 times a year to identify students who need interventions and acceleration • Progress monitoring for students in Tier 2, 3, and 4 • Utilize math computer programs: IXL, Moby Max, Math Facts in a Flash, Accelerated Math, Acuity, Math Seeds, STAR Fall, and Study Island, as well as Times Tables the Fun Way. • Lesson plans include a variety of different instructional strategies including HOTS, Differentiation, Thinking Maps, Brainpop, etc. • Develop and communicate clear learning targets and success criteria aligned to curriculum, as well as posted exemplars and the use of rubrics and checklists for students to monitor their own progress • Collaborative, vertical curriculum planning and data analysis through Professional Learning Communities • Professional Learning for constructing Classroom Assessments aligned to required curriculum standards, including a balance of diagnostic, formative, and summative assessments • Parent meetings to demonstrate math concepts and skills, as well as the interventions being used and resources to use at home from the Parent Resource Room • Improve behavior and attendance - PBIS • Increase communication from school to home • Incorporate STEM Activities in weekly instruction • After School Tutoring • Small Group remediation/tutoring 	<p>-Sign in Sheets and meeting notes</p> <p>-Reports from all student-based computer software programs</p> <p>-Lesson Plans (1 per 9 weeks) to include a variety of instructional strategies and Learning Targets, as well as STEM activities</p> <p>-PLC log, sign in sheets, and notes</p> <p>-Samples of classroom assessments</p> <p>-GA Milestones Scores</p> <p>-Parent Meeting agenda, sign in sheets, and materials shared</p> <p>-SWIS and PBIS Team meetings (agenda, handouts, notes)</p>	<p>School Leaders Demonstrate: Knowledge and understanding of best instructional practices, differentiation, and math GSE standards. Use of TKES, GMAS, and benchmark data.</p> <p>Teachers Demonstrate: Knowledge and understanding of best instructional practices, differentiation, HOTS, development and communication of learning targets, assessment development and alignment, and math GSE standards. Use of PBIS and use of GMAS and benchmark data.</p> <p>Students Demonstrate: Knowledge, understanding, and application of GSE standards on classroom assessments, mid-year benchmark, and GA Milestones and knowledge PBIS expectations</p> <p>Parents Demonstrate: Knowledge of the curriculum, PBIS, and attending parent meetings and teacher conferences</p>	<p>Universal Screening Data & Analysis: August, December, May</p> <p>Interventionists will monitor program reports and gather data for Data Review Team Meetings.</p> <p>Teachers will monitor and evaluate Tier 1 student-used computer programs every 4 ½ weeks and turn in a data analysis each 9 wks by grade level.</p> <p>Administrators will review lesson plans every two weeks.</p> <p>IC will conduct weekly classroom walkthroughs</p> <p>PBIS Data Team agenda, sign in sheets, and meeting notes</p> <p>Parent Surveys</p> <p>Instructional Coach will collect sign-in sheets for meetings and conferences</p>	<p>IXL Math - Title I Funds</p> <p>Brainpop Title 6B Funds</p> <p>STAR Fall Title I Funds</p> <p>Math Seeds Title I Funds</p> <p>Moby Max Title I Funds</p> <p>Math Facts in a Flash (includes all other Renaissance Learning Products) – SPLOST Funds</p> <p>Study Island Title I Funds</p> <p>PBIS Instructional Funds</p> <p>Copy Paper Instructional Funds</p> <p>Toner Instructional Funds</p> <p>Postage Title I Funds</p> <p>Agendas/Folders Title I Funds</p> <p>STEM Activities Title I Funds</p> <p>After School Tutoring Title I Funds</p> <p>Small Group remediation/tutoring Title I Funds</p>
---	---	---	--	--	---	---

SMART GOAL #2 Increase the number of students in in grades 3-5 performing at Level 3 and 4 on the ELA portion of the Georgia Milestones Assessment for Third Grade from 35%FY16 to 49% FY17, Fourth Grade from 36%FY16 to 40%FY17, Fifth Grade from 46% FY16 to 48% FY17. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Funding Source, and/or Resources
			Artifacts	Evidence		

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum 1, 2, 3</p> <p>Assessment 1, 2, 3, 4</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Professional Learning 1, 2, 3, 4, 5, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning/Organizing 1, 2, 3, 4, 5, 6</p> <p>Family/Community Engagement 1, 2, 3, 4, 5, 6</p> <p>School Culture 1, 2, 3, 4, 5, 6</p>	<p>All Students</p> <p>Subgroups – Students with Disabilities and African-Americans</p> <p>Parents</p> <p>Teachers</p>	<p>-Utilize computer-based programs: System 44, Read 180, Accelerated Reader, iRead, Star Fall, and Study Island</p> <p>-PALs- Peer Assisted Learning</p> <p>-Professional Learning on the use of Study Island for newer teachers</p> <p>-Parent Engagement workshop on the use of Study Island at home</p> <p>-Differentiated Instruction using research-based instructional practices and based on interests, readiness levels, and needs for ELA and Writing instruction.</p> <p>-Parent Engagement workshops on homework help and reading skills and strategies for fluency and comprehension, including resources from the Parent Resource Room for parents to use at home to help their child.</p> <p>-After School Tutoring</p> <p>-Small group remediation/tutoring</p>	<p>-Sign in Sheets and meeting notes</p> <p>-Reports from all student-based computer software programs</p> <p>- PL agenda, sign-in sheets, and handouts</p> <p>-Parent Engagement agenda, sign-in sheets, and handouts</p> <p>-PL agenda, sign-in sheets, and handouts.</p> <p>-Progress Monitoring data</p> <p>-Google Accounts (student and teacher) for writing samples</p>	<p>School Leaders Demonstrate: Knowledge and understanding of best instructional practices, differentiation, and ELA GSE standards. Use of TKES, GMAS, and benchmark data</p> <p>Teachers Demonstrate: Knowledge and understanding of best instructional practices, differentiation, HOTS, development and communication of learning targets, assessment development and alignment, and ELA GSE standards. Use of PBIS, and GMAS/Benchmark data.</p> <p>Students Demonstrate: Knowledge, understanding, and application of GSE standards on classroom assessments, mid-year benchmark, and GA Milestones and knowledge of PBIS</p> <p>Parents Demonstrate: Knowledge of the curriculum, PBIS, and attending parent meetings and teacher conferences</p>	<p>Teachers will monitor and evaluate Tier 1 student-used computer programs every 4 ½ weeks and turn in a data analysis each 9 wks by grade level.</p> <p>Administrators will review lesson plans every two weeks.</p> <p>IC will conduct weekly classroom walkthroughs</p> <p>Parent Surveys</p> <p>Instructional Coach will collect sign-in sheets for meetings and conferences</p> <p>Interventionists will monitor progress through the use of computer reports from computer-based programs implemented and gather data for Data Team</p>	<p>System 44, iRead, and Read 180 SPLOST and Title 6B Funds</p> <p>Star Fall Title I Funds</p> <p>Accelerated Reader SPLOST Funds (Includes all Renaissance Learning products)</p> <p>Study Island– Title I Funds</p> <p>PBIS Instructional Funds</p> <p>Copy Paper Instructional Funds Toner Instructional Funds</p> <p>Instructional Coach, Interventionists, and Paraprofessional Title I Funds</p> <p>60 Chromebooks 30 Mini-Ipads with cases SPLOST Funds</p>

SMART GOAL #3 Increase the number of all students in 3rd-5th grade performing in Levels 4 and 5 from 22% FY16 to 25% FY17 for third grade, 32%FY16 to 40%FY17 for fourth grade, and 25%FY16 to 29%FY17 for fifth grade on the Social Studies portion of the Georgia Milestones Assessment (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Funding Source, and/or Resources
			Artifacts	Evidence		

Division of School and District Effectiveness | School Improvement PLAN

<p>Curriculum 1, 2, 3,</p> <p>Assessment 1, 2, 3, 4</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Professional Learning 1, 2, 3, 4, 5, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning/Organizing 1, 2, 3, 4, 5, 6</p> <p>Family/Community Engagement 1, 2, 3, 4, 5, 6</p> <p>School Culture 1, 2, 3, 4, 5,</p>	<p>All 5th Grade Students</p> <p>Parents</p> <p>Teachers</p>	<p>-Teachers will make engaging posters of Social Studies facts to hang in the hallways and bathroom stalls.</p> <p>-Teacher Observing Teacher – teachers will observe another Social Studies teacher to gather new/engaging instructional strategies</p> <p>-Use variety of instructional strategies, use of Discovery Ed video clips, preview for most engaging, appropriate clips to use during instruction, incorporating BrainPop, and Study Island, and IXL Social Studies</p> <p>-Social Studies Competition in each class to review content and to motivate students to learn and apply SS concepts before each assessment</p> <p>-Incorporate more projects to engage students in Higher Order Thinking skills in the curriculum</p> <p>- Professional Learning for constructing Classroom Assessments aligned to required curriculum standards, including a balance of diagnostic, formative, and summative assessments</p> <p>-Differentiation Instruction using research-based instructional practices and based on interests, readiness levels, and needs</p> <p>-Provide parents with completed Study Guide at least a week before assessment, as well as other resources from the Parent Resource Room</p> <p>- Develop and communicate clear learning targets and success criteria aligned to curriculum, as well as posted exemplars and the use of rubrics and checklists for students to monitor their own progress</p> <p>-Use of Study Island</p>	<p>Pictures of posters</p> <p>Observation notes from TOT</p> <p>List of previewed video clips</p> <p>PL sign-in sheet, agenda, and handouts</p> <p>Lesson Plans</p> <p>Study Guides</p> <p>Unit Assessment, data analysis</p>	<p>School Leaders Demonstrate: Knowledge and understanding of best instructional practices, differentiation, and Social Studies standards. Use of TKES and mid-year benchmark data</p> <p>Teachers Demonstrate: Knowledge and understanding of best instructional practices, differentiation, HOTS, development and communication of learning targets, assessment development and alignment, and Social Studies standards. Use of PBIS and mid-year benchmark data</p> <p>Students Demonstrate: Knowledge, understanding, and application of Social Studies standards on classroom assessments, mid-year benchmark, and GA Milestones, Knowledge of PBIS</p> <p>Parents Demonstrate: Knowledge of the curriculum, PBIS, receipt of the Study Guides, and attending parent meetings and teacher conferences</p>	<p>Teachers will monitor and evaluate Tier 1 student-used computer programs every 4 ½ weeks and turn in a data analysis each 9 wks by grade level.</p> <p>Teachers will give Unit Assessments after each unit and analyze data</p> <p>Teachers will give Mid-Year Benchmark and analyze data</p> <p>Administration will review Lesson Plans every 2 weeks</p>	<p>Study Island Title I Funds</p> <p>EdHelper.com Instructional (teacher subscription) Title I Funds</p> <p>IXL Social Studies</p> <p>Release time for Professional LearningStaff Development Funds Title I Funds</p> <p>Discovery Ed. –Free</p> <p>Copy Paper Instructional Funds Toner Instructional Funds</p> <p>Poster Maker Machine Paper Ink Title I Funds</p> <p>Parent Resource Room materials Title I Funds</p>
---	--	--	---	--	---	--

Professional Learning Plan to Support School Improvement Plan (SWP 4)

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Constructing Effective Classroom Assessments	October 5, 2016	Copy Paper, Instructional Funds Printer toner	Michele Yaun/ Instructional Coach	Teachers will write assessments for the second nine weeks and turn them in to administrator for review, 1st one due Oct. 12, 2007	Analysis of scores made on assessments with teachers, Instructional Coach, and Administrators
PBL – Problem-Based Learning	September, 2016	No additional resources needed.	Lynn Downs/ System Instructional Coach	Teachers will write lesson plans to incorporate PBL, turn in to administrators	Lesson Plans and Administrator/Instructional Coach Observations and Walk throughs, TKES
PALs – Peer Assisted Learning	November 9, 2016	Copy Paper, Instructional Funds	Michele Yaun/ Instructional Coach	Teachers will write lesson plans to incorporate PALs, turn in to administrators	Lesson Plans and Administrator/Instructional Coach Observations and Walk Throughs, TKES
Study Island – a PL session on how to use Study Island, as well as reviewing reports. For new teachers, and teachers who need a review.	September, 2016	No additional resources needed.	Lynn Downs/ System Instructional Coach	Study Island usage and data reports from teachers shared with Instructional Coach and Administrators once per month.	Study Island usage, data reports, and classroom grades

Teacher Observing Teacher (TOT)	September, 2016	Substitutes	Michele Yaun/ Instructional Coach 4th -5th grade S. Studies Teachers	Observations and Lesson Plans by Administrators and Instructional Coach, TKES	Lesson Plans, Observations, Walkthroughs, TKES
PBIS	Teachers – July 28, 2016 Students – August 4, 2016	No cost	PBIS Team	Observations and walkthroughs by administrators and instructional coach	Number of behavior referrals to office, observations, walkthroughs, TKES
READ 180 System 44 iRead	August 1, 2016	Copy Paper Toner Title I Funds/Instructional Funds	RtI Interventionists	Observations and walkthroughs by administrators and instructional coach, reports from interventionists.	Analysis of data and usage reports, ELA scores on Mid-Year Benchmark, report card, and progress report.
GLISI	Sept. and Nov. 2016	Title II Funds	Ann Guess Shawn Benefield		

Parent Engagement and Communication (SWP 6)

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>Study Island Show parents how students can log in and use this program, as well as how to look at reports to see how their child is doing.</p>	<p>October 13, 2016 7:30am & 12:30 pm</p>	<p>Copy Paper Toner Instructional Funds</p>	<p>Michele Yaun/ Instructional Coach</p>	<p>Parent Survey</p>	<p>Parent sign-in, agenda, survey, and handouts from meeting. Student usage, data reports, Mid-Year Benchmark scores, and classroom grades</p>
<p>Lunch & Learns Teachers in each grade level will discuss grade level expectations for promotion, provide handout of skills taught in each subject, teach a lesson for parents to observe and be given materials to work with their child at home on that particular skill.</p> <p>Kindergarten – Reading First Grade – Math Second Grade – Reading</p>	<p>Kindergarten – Sept. 7, 2016 First Grade – Sept. 27, 2016 Second Grade – Oct. 4, 2016</p>	<p>Cardstock, Ziplock gallon bags, and game piece items Title I Funds</p> <p>Copy paper and toner Instructional Funds</p>	<p>Teachers in each grade level and Instructional Coach</p>	<p>Parent Survey Follow-up parent response.</p>	<p>Parent sign-in, agenda, survey, and handouts from meeting, data reports from Mid-Year Benchmarks, report card grades, and progress reports.</p>

<p>Third Grade – Reading Fourth Grade – Math Fifth Grade – ELA</p>	<p>Third Grade – Oct. 20, 2016 Fourth Grade – Nov. 2, 2016 Fifth Grade – Sept. 8, 2016</p>				
<p>Grade Level Workshops Parents will observe a lesson and receive resources to help their child at home with the skill observed.</p> <p>Kindergarten- Math First Grade – Reading Second Grade – Math Third Grade – Math & S. Studies Fourth Grade – Reading & S. Studies Fifth Grade – Math & S. Studies</p>	<p>Jan. – Mar. 2017</p>	<p>Cardstock, Ziplock gallon bags, and game piece items Title I Funds</p> <p>Copy paper and toner Instructional Funds</p>	<p>Teachers in each grade level and Instructional Coach</p>	<p>Parent Survey Follow-up parent response</p>	<p>Parent sign-in, agenda, survey, and handouts from meeting, data reports from Mid-Year Benchmarks, report card grades, and progress reports.</p>

<p>Georgia Milestones Informational meeting for parents to show them the kinds of questions their child may have on this assessment, as well as discussing the promotion/retention requirements as they pertain to this assessment and answer any questions or concerns parents may have about GMAS.</p>	<p>December 13, 2017, 7:30am & 12:30 pm</p>	<p>Copy Paper Toner Instructional Funds</p>	<p>Michele Yaun/ Instructional Coach</p>		<p>Parent sign-in, agenda, handouts from meeting, and GMAS data.</p>
<p>Homework/Study Skills Informational meeting for parents on how to help their children with homework and strengthening study skills.</p>	<p>January 26th, 11:30am to 12:15pm</p>	<p>Copy Paper Toner Instructional Funds Parent’s Homework Dictionary Title I Funds</p>	<p>Michele Yaun/ Instructional Coach</p>		<p>Parent sign-in, agenda, and handouts from meeting, homework completion, and unit assessment data.</p>

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.

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>