

The background features abstract, overlapping shapes in shades of yellow, white, and light blue. A prominent yellow shape curves across the top and right. A white shape is on the left. A light blue oval is at the bottom center. A yellow cross-like shape is on the left side.

**Center
School Improvement Plan
2011-2012**

**SCHOOL IMPROVEMENT PLAN
2009-2012**

Cover Page

School Name: Center Elementary School

School System: Ware County

Name of Principal: Sonya Bennett

School Year: 2011-2012

Title I: Schoolwide Program: X

Targeted Assistance: _____

Needs Improvement Status: Status: Distinguished

Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

_____ **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2008.)

_____ **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2008.)

Corrective Action Tier:

_____ **State-Directed Improvement Contract**

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Measurable Goals: Reading/ELA

All students Grades 3-5 on the Reading/Language Arts portion of the CRCT will increase from 89% meeting/exceeding at the end of SY 2011 to 92% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

All students Grades 3-5 on the Reading/Language Arts portion of the CRCT will increase from 35.9% exceeding at the end of SY 2011 to 38% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

The Black student subgroup on the Reading/Language Arts portion of the CRCT will increase from 84.9% meeting/exceeding at the end of SY 2011 to 88% at the end of SY 2012 with a minimum of 95% participation.

The Students With Disabilities subgroup on the Reading/Language Arts portion of the CRCT will increase from 68.9% meeting/exceeding at the end of SY 2011 to 72% at the end of SY 2012 with a minimum of 95% participation.

Measurable Goals: Mathematics

All students Grades 3-5 on the Math portion of the CRCT will increase from 85.7% meeting/exceeding at the end of SY 2011 to 89% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

All students Grades 3-5 on the Math portion of the CRCT will increase from 40.7% exceeding at the end of SY 2011 to 44% at the end of SY 2012 with a minimum of 95% participation for all subgroups.

The Black student subgroup on the Math portion of the CRCT will increase from 82.8% meeting/exceeding at the end of SY 2011 to 86% at the end of SY 2012 with a minimum of 95% participation.

The Students With Disabilities subgroup on the Math portion of the CRCT will increase from 64.9% meeting/exceeding at the end of SY 2011 to 68% at the end of SY 2012 with a minimum of 95% participation.

The Economically Disadvantaged subgroup on the Math portion of the CRCT will increase from 81.7% meeting/exceeding at the end of SY 2011 to 85% at the end of SY 2012 with a minimum of 95% participation.

Measurable Goals: Writing

All fifth grade students on the 5th Grade Writing Assessment will increase from 87% meeting/exceeding at the end of SY 2010 to 90% at the end of SY 2011.

All fifth grade students on the 5th Grade Writing Assessment will increase from 3% exceeding at the end of SY 2011 to 6% at the end of SY 2012.

Measurable Goals: Attendance Rate

The Students with Disabilities subgroup will increase the Attendance Rate from 87.5% at the end of SY 2011 to 91% at the end of SY 2012.

The subgroup Students With Disabilities will increase the Attendance Rate from 92.5% at the end of SY 2009 to 97% at the end of SY 2010.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C1.1-3.2 A 1.1-3.1 I 1.1-3.3 L 1.1-1.4 PL 1.1-3.4 SC 1.1-2.3	<p>Implement strategies that ensure that the written curriculum (GPS & CCGPS), the taught curriculum, and the tested curriculum in Reading/ELA and Math are aligned:</p> <p>a. Analyze all sources of data to determine student needs.</p> <ol style="list-style-type: none"> 1. Thinkgate pre/post/benchmark tests 2. GKIDS 3. Smart Response System 4. STAR Reading and Math & Renaissance Place 5. CRCT scores (grades 1-5) 6. Universal Screenings 7. Writing Assessments 8. Accelerated Math 9. Mountain Math (K-5) 10. Basic Facts Skills 11. Report Cards 12. A+ <p>b. Utilize local & CCGPS prioritized pacing guides, revised unit plans and pretest data to guide instructional planning</p>	<p>Ongoing from August 2009</p> <p>Ongoing from Sept. 2010</p> <p>August 2011</p> <p>Ongoing from August 2009 & 2011-12 for CCGPS</p>	<p>\$2200 – Media Funds – Renaissance Plan renewal</p> <p>\$500 – Title I & \$500 – Instr. Funds -printer cartridges, toner, Riso masters & paper</p> <p>\$400 – Title I – Maintenance Agreements</p> <p>\$600 –Title I – substitutes for tutoring</p> <p>\$100—Local Funds- Enhancement/ incentives for learning basic facts</p> <p>\$800 – System Funds-- (precision unit reviews/ collaboration) -</p>	<p>Teachers, Instructional Coach, Principal, Media Specialist</p> <p>Classroom teachers, Special Education teachers, Instructional Coach,</p>	<p>Data Reports: Thinkgate, GKIDS, STAR, CRCT, A+, AutoSkills, State Writing Exams WFSG logs Data Walls</p> <p>Lesson Plans, Unit Plans, Pacing Guides, Professional Learning sign-in sheets, WFSG</p>	<p>Through the utilization of faculty meetings and WFSG times to analyze balanced assessment data for BSC, and by determining students’ needs, information will be provided for instructional planning.</p> <p>A successful examination of lesson plans concludes that teaching is in alignment with pacing guides and unit plans. Formative Assessments using the CLASS KEYS evaluation tool,</p>

			substitutes, OK RESA consultants, CO Curriculum Specialists	Principal & CO	minutes	and informal observations provide evidence of proficiency.
	<p>c. Provide new professional learning in areas of need to effectively establish Standards-Based Instruction & CCGPS :</p> <ol style="list-style-type: none"> 1. Differentiation 2. Higher Order Thinking Skills (HOTS) 3. Flexible grouping 4. Examining student work 5. Teacher commentary 6. Integration of technology through the 21st Century Classroom 7. CLASS Keys (12) 8. Conscious Discipline 9. Math Dialogue/Summarizing 10. Thinking Maps Training 11. CCGPS Webinars/Broadcasts 	<p>Continuous from August 2009 & 2011-12 (CCGPS)</p> <p>Aug. 2011 Aug. 2011 Sept. 2011 2011-12</p>	<p>\$0 –Professional Learning & Collaboration Planning \$250 – Local Funds – Tiger Buck Store \$0 – Internet2 \$800 –Staff Dev. – Gifted Endorsement Classes \$400- Staff Development- Math Discourse \$2700 – Title 6 (system) – Training/Books</p>	<p>Principal, Instructional Coach, Technology Coaches, training presenters/ Teachers, DVD series; DOE/GPB</p> <p>RESA</p>	<p>PL sign in sheets, PL agendas and handouts, required on-the-job implementation forms, Honor Assembly sheets</p> <p>Discipline referrals in IC</p>	<p>Student test scores, both formative and summative, indicate increased achievement. Observations during walk-throughs (EWalks), Formative Assessments using the CLASS KEYS evaluation tool, and informal observations provide evidence of proficiency.</p> <p>Student test scores, both formative and summative, indicate increased achievement.</p> <p>A decrease in student discipline referrals indicates an increase in motivation and character.</p>
	<p>d. Implement Research-based Strategies (LFS) in the Standards-Based Classroom.</p>	<p>Ongoing from August 2009</p>	<p>\$1600 – Title I – Maintenance Agreements: Brainpop & Brainpop Jr, Ed-Helper, and Reading A-Z</p>	<p>Classroom teachers, Special Education teachers, Instructional Coach, Principal</p>	<p>Lesson Plans, Unit Plans, Pacing Guides, Professional Learning sign-in sheets, WFSG minutes</p>	<p>Observations during walk-throughs (EWalks), Formative Assessments using the CLASS KEYS evaluation tool, and informal observations provide evidence of proficiency.</p> <p>Student test scores, both formative and summative, indicate increased achievement.</p>

C1.1-3.2 A 1.1-3.1 I 1.1-3.3	Continue effective implementation of 6+1 Traits of Writing model/Step Up to Writing and writing assessments for writing across the curriculum:	Ongoing from August 2009	\$600 –Staff Development – Step Up To Writing manuals \$524 –Title 6 (system)- Writing A-Z	Classroom teachers, writing team Special Education teachers, Instructional Coach, Principal	Student wall work, anchor papers, lesson plans, unit plans, writing team sign-in	Formal and informal teacher observations will provide evidence of the full implementation of 6+1 Traits of Writing. Student Writing scores will reflect increases in both meets and exceeds standards.
C1.1-3.2 A 1.1-3.1 I 1.1-3.3 L 1.1-1.4 SC 1.1-1,4	Fully implement the Response to Intervention (RTI) process: a. Utilize universal screening to establish student baseline data b. Differentiate instruction based on students needs: 1. Daily classroom differentiated instruction 2. Direct Instruction (DI) for Reading/ELA and Math 3. Classworks 4. Study Island	Continuous from August 2009 Continuous from August 2009 Ongoing	\$100 – Title I – Computer headphones \$1600 –Title I – Computers & wiring \$3400 – Title I – Study Island License \$4000 – Media Funds – leveled books for library \$1000 –Instr. Funds – leveled	RTI Specialists, Teachers, Instructional Coach, Principal RTI Specialists, Teachers, Instructional Coach, Principal	Thinkgate Probe Reports, Probe Rubrics, DIBELS reports, AutoSkills reports AR logs, EWalk reports, AutoSkills reports, Classworks reports, Study Island reports, Fastforward	RTI student groups will be created using the universal screenings. Universal screenings 3 times per year and diagnostic evaluations for progress monitoring will indicate student mastery of the standards and ORF/comprehension. EWalks will demonstrate proficiency in utilizing effective

	<ul style="list-style-type: none"> 5. Fast ForWord 6. AutoSkills 7. Reading Assistant 8. Accelerated Reader/STAR 9. Accelerated Math/STAR 10. IXL 11. RTI Discipline & Strategies 	<p>from Sept. 2010</p> <p>Aug. 2011</p>	<p>readers</p> <p>\$1850 – Title 6 – IXL license renewal</p> <p>\$300 – Staff Development – Conscious Discipline</p>		reports	teaching practices.
<p>I 1.1-3.3</p> <p>A 1.1-3.1</p>	<p>Provide After School Tutoring opportunities for at-promise students:</p> <ul style="list-style-type: none"> a. Identify students-at promise in reading and math. b. Select teachers highly qualified in reading and math to provide instruction. c. Provide After-School tutoring sessions for identified students. d. Monitor progress of students using available data. 	Continuous from 2009	<p>\$11,520 – 20 Additional Day Funds – Afterschool/ PL1 Tutoring</p> <p>\$600 – Title 6 – Substitutes for tutoring</p>	Instructional Coach, Teachers, Principal, Teachers,	After School student rosters, After School teachers' schedule, attendance sheets, data collection sheets	<p>Students will be identified for the After School program.</p> <p>High qualified teachers will be selected for After School Tutoring.</p> <p>Students will be offered additional tutoring sessions.</p> <p>Student achievement data on the CRCT will show an increase in Reading and Math.</p>
<p>SC 1.1-1.4</p> <p>SFC 1.1-3.2</p>	<p>Continue the implementation of an effective parent involvement program:</p> <ul style="list-style-type: none"> a. Provide monthly school newsletter teacher newsletters, Schoology and student agendas to keep parent informed. 	Ongoing from August 2009	<p>\$600 – Title I – paper, toner, postage & materials for communication</p> <p>\$850 – Title I- Student Agendas</p>	Instructional Coach, Teachers, Principal Teachers,	Published newsletters	Open communication will be established through monthly and weekly newsletters.

	<p>b. Provide parent academic trainings to assist parent in helping students at home.</p> <p>c. Parent Resource Room for materials check-out.</p> <p>d. Provide PTO programs to include:</p> <ol style="list-style-type: none"> 1. Title I Programs 2. Student presentations 3. School data (AYP) presentations 4. Opportunities for parental input into the School Improvement and Parent Involvement Plans 5. Volunteers 6. Parent Training <p>e. Invite Daffodil and Head Start parents and students for a pre-K orientation & 5th Graders visit Middle Schools.</p>	<p>Ongoing from August 2009</p> <p>Ongoing from August 2009</p> <p>Ongoing from August 2009 (4 times/year)</p> <p>Ongoing from August 2009 (2-3 times/year)</p> <p>Ongoing from August 2009 (4</p>	<p>\$300 – Title I- Instructional Fair</p> <p>\$100 – Title I – Tiger Team materials</p> <p>\$0 – Schoology Training</p> <p>\$173 – Title I - materials for parent check-out</p> <p>\$200 – Instr. Fund -- Data Posters</p> <p>\$0</p> <p>\$200 – local funds- Perfect Attendance incentives (Honor Assemblies & Attendance Protocol)</p>	<p>Instructional Coach, Principal</p> <p>Instructional Coach, Principal</p> <p>Principal, Students, Teachers</p> <p>Kindergarten and 5th grade teachers, students, Counselor & Middle Schools</p> <p>School Council Chairperson,</p>	<p>Sign sheets from training sessions</p> <p>Resource Center completion, parent checkout logs</p> <p>Sign-in sheets, agendas</p> <p>Number of pre-K parents and students attending Pre-K orientation</p> <p>School Council minutes and agendas</p>	<p>Parent involvement will increase through participation in parent assistance trainings.</p> <p>Parent involvement will assist in increasing student achievement through the collaborative use of the parent resource center.</p> <p>Parent Involvement will increase through the participation in PTO programs.</p> <p>A smooth transition between pre-school and early childhood programming is evidenced through maintenance of kindergarten attendance.</p> <p>Community and parent involvement will increase through active collaboration of</p>
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	<p>f. Continue holding Open House & School Council meetings that include teachers, parents, and community members.</p> <p>g. Communicate with parents in parent/teacher conferences, Instant Alert messages, agendas, PAC, student progress reports and report cards.</p> <p>h. Monitor student attendance in collaboration with the home</p> <p>i. Coordinate with Federal, state, and local services and programs to include:</p> <ol style="list-style-type: none"> 1. Safe & Drug Free Schools 2. Anti-Bullying programs 3. Good Touch, Bad Touch 4. Satilla Community Services 5. Children's Initiative 6. Make A Child Smile Dental Program 7. Mentoring Program <p>j. Provide translations for parents of languages other than English.</p>	<p>times/year)</p> <p>Ongoing from August 2009</p> <p>Ongoing from August 2009</p> <p>Ongoing from August 2009</p> <p>Ongoing from August 2009</p>	<p>Transact.com Web translator,</p>	<p>Principal</p> <p>Teachers, Counselor, School Secretary, Principal</p> <p>Counselor, Attendance Protocol Coordinator, Principal Counselor, CO Social Worker, Instructional Coach, Principal</p> <p>CO ELL Coordinator, Migrant Coordinator, Teachers, Principal</p>	<p>Conference logs, contact logs, Instant Alert messages tally, progress reports, report cards , PAC sign-in sheets</p> <p>Honor Sheets, Infinite Campus attendance reports</p> <p>Program flyers and agendas</p> <p>Translated documents</p>	<p>parent and school during School Council meetings.</p> <p>An open line of communication between the home and the school will effectively be established.</p> <p>All students will increase the Attendance Rate on end of the year data.</p> <p>Student attendance will increase through collaboration with Federal, state, and local services.</p> <p>Parent involvement in school programs and conferences will increase for parents of languages other than English.</p>
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