



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

Revision date: 8/11/16 Adoption date: 9/6/16

NAME OF SCHOOL/PRINCIPAL:

Kingsland Elementary/Charles Curry

NAME OF DISTRICT/SUPERINTENDENT:

Camden County Schools, Georgia/ Dr. Will Hardin

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.

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>1. Increase the percentage of students scoring at the proficient and distinguished learner level from 44% to 47% on the 2017 EOG language arts.</p> <p>2. Increase the percentage of students performing at the proficient and distinguished learner level from 57% to 60% on the 2017 Math EOG.</p> <p>3. Increase the percentage of students with fewer than 6 absences from 40% to 45%.</p>	<p>Spring 2016 3-5th grade GA Milestone EOG data.</p> <p>Spring 2016 3-5th grade GA Milestone EOG data.</p> <p>End of the year 2016 Attendance report.</p>	<p>3-5th grade teachers, EIP teachers, Title I teacher, school administrators</p> <p>3-5th grade teachers, EIP teachers, school administrators</p> <p>All faculty and staff</p>	<p>KES critical issues and action plan goals described in KES FY 2016 Program Evaluation. Principal went over Program Evaluation at Title I Stakeholder meeting and will go over them again at Annual Title I meeting to approve Title I documents. Critical Issues and action plan goals posted on KES website and discussed at beginning of the year School Council Meeting. Action plan goals are also on KES Parent Involvement</p>

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

(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	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Planning and Organization (2) Uses a data driven and consensus oriented process to develop and implement a SIP that is focused on student performance.</p> <p>Planning and Organization (3) Monitors implementation of the SIP and makes adjustments as needed.</p> <p>Planning and Organization (4) Monitors the use of available resources to support continuous improvement.</p> <p>Leadership (4) Uses processes to systematically analyze data to improve student achievement.</p> <p>Leadership (6) Establishes at data-driven school leadership team.</p>	<p>All 3-5th grade students at Kingsland Elementary School. Teachers will implement strategies. Parents will be made aware of strategies and asked to support students at home.</p>	<p>Objective: Increase the percentage of students scoring at the proficient and distinguished learner level from 44% to 47% on the 2017 EOG ELA test.</p> <p>Strategies:</p> <ol style="list-style-type: none"> (1) Teachers will utilize the state provided narrative writing four-point holistic rubric in grades 3-5 and administer a writing assessment (Assesslets) three times a year. (2) Teachers will implement “Drop Everything and Read” for ten minutes daily as an effort to increase student lexiles (Drop Everything and Listen in Pre-K-1). (3) Teachers will continue the practice of daily writing. (4) Teachers will continue the practice of individualized instruction / student-teacher conferences in the classrooms. (5) Teachers will continue to utilize an effective formative assessment process in the classrooms. (6) Teachers will continue the practice of daily maintenance of language and reading skills in classrooms. (7) EIP, Title 1, Contracted Service Interventionists will co-teach and provide small group instruction/intervention. (8) ELA Interventionist will provide writing instruction in the writing lab for 2nd and 3rd graders. (9) Kindergarten Teachers will implement APTT during the 2016-17 school year. 	<p>Four point holistic rubric. MyON, Journeys Online.</p> <p>Formative assessment data.</p> <p>Kahoots/Daily Oral Language</p> <p>4 Phases of Close Reading Doc.</p>	<p>School Leaders Demonstrate: 2017 EOG ELA data.</p> <p>Teachers Demonstrate: Weekly and bi-weekly formative assessment data, lesson plans, and presentations at collaborative planning meetings.</p> <p>Students Demonstrate: Student writing samples</p> <p>Parents Demonstrate: Parent attendance at after school workshops, parent communication.</p>	<p>Dr. Ellis will monitor evidence of strategies being implemented on the following dates: 9/13, 10/25, 12/13, 2/28. She will review Four-Point Holistic Rubric, 4-Phases of Close Reading Documentation, and Formative assessment data to monitor implementation of action plans strategies. Teachers will also show evidence of action plan strategy implementation during weekly collaborative planning sessions.</p>	<p>Cost or Writing Assesslets (administered 3 times a year)= 199 times 11.50 = \$2, 288.5 for 3-5th grade. Substitutes for Writing Assesslet Professional Development=1 day time 7 teachers (3-5) =\$560 Substitutes for Kindergarten Teachers for APTT Planning Sessions=\$240 (3 teachers time 3 ½ day planning sessions). Title I Teacher Salary= \$63,171 Substitute for Title I teacher =\$400. Contracted Teachers’ Salary: (\$10,588 in Title I \$14,987.56 in In. Extension Budget).</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(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	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Planning and Organization (2) Uses a data driven and consensus oriented process to develop and implement a SIP that is focused on student performance.</p> <p>Planning and Organization (3) Monitors implementation of the SIP and makes adjustments as needed.</p> <p>Planning and Organization (4) Monitors the use of available resources to support continuous improvement.</p> <p>Leadership (4) Uses processes to systematically analyze data to improve student achievement.</p> <p>Leadership (6) Establishes a data driven school leadership team.</p>	<p>All 3-5th grade students at Kingsland Elementary School. Teachers will implement strategies. Parents will be made aware of strategies and asked to support students at home.</p>	<p>Objective: Increase the percentage of students performing at the proficient and distinguished learner level from 57% to 60% on the 2017 EOG Math Test.</p> <p>Strategies:</p> <ol style="list-style-type: none"> (1) Teachers will incorporate math maintenance and fluency activities into daily lessons. (2) Teachers will utilize bi-weekly formative assessment data to create student learning goals and utilize resources from the “Quantile Frameworks” to increase individual quantile measures. (3) Interventionist will facilitate 2nd and 3rd grade Math Lab to address math fact fluency. (4) Teachers will utilize Study Island to inform/guide instruction. Students will use Study Island to practice and assess. (5) Students will build digital journals to demonstrate learning. (6) EIP, Title I Teacher, and contracted service math interventionists will remediate and reinforce math instruction in grades 4 and 5. 	<p>Kahoots, Teacher-created maintenance activities. Quantile.com website. Study Island, Moby Max, Math Manipulatives, Google Classroom</p>	<p>School Leaders Demonstrate: 2017 EOG Math data.</p> <p>Teachers Demonstrate: Bi-weekly and weekly formative assessment data, lesson plans and presentations at collaborative planning sessions.</p> <p>Students Demonstrate: 2nd and 3rd grade math fluency check performance. Study Island performance, Google Classroom digital journals. Formative and summative performance data.</p> <p>Parents Demonstrate: Parent attendance at school workshops.</p>	<p>Mr. Curry will monitor evidence of strategies being implemented on the following dates: 9/13, 10/25, 12/13, 2/28, 3/21. Math maintenance and fluency activities will be monitored through lesson plan audits, TKES observations and walk-throughs, and through viewing fluency check student performance documentation. Interventionists will provided pre and post data to show gains in student performance. Student digital journals will be monitored.</p>	<p>Study Island subscription renewal = \$5400. Title I Teacher Salary= \$63,171. Subs for Title I Teacher = \$400. Contracted Service Interventionists (Instructional Extension Funds- \$14, 987 Title 1 Funds - \$10,588).</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(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	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Family and Community Engagement (5) Develops the capacity of families to use support strategies at home that will enhance academic achievement.</p> <p>Family and Community Engagement (3) Establishes relationships and decision making processes that build capacity for family and community engagement in the success of students.</p> <p>School Culture (5) Recognize and celebrate achievements and accomplishments of staff and students.</p>	All	<p>Objective: Increase the percentage of students with less than six absences from 40 to 45%.</p> <p>Strategies:</p> <ol style="list-style-type: none"> (1) Send letter to parents of any student missing more than 10 days of school during the 2015-16 school year. (2) Send a flyer home to educate parents about when a child is too sick to attend school. (3) Develop an attendance panel at school to discuss and track attendance data at the end of each month. (4) Parent letter to all students informing them of the importance of attendance and how it impacts achievement. (5) School-wide attendance initiative in each classroom (for every day a homeroom has 100% attendance, class gets a letter. One it spells KINGSLAND, the entire class receives a treat). (6) Develop monthly incentives for students to earn (trinkets, candy, dance, homework passes) and recognize students with good attendance missing one day or less per month. (7) Develop staff incentives for perfect attendance. (8) In addition to perfect attendance, recognize students at Honors Program who have missed five or less days. (9) To promote attendance, backpacks are made available to needy students who do not have them (10) To promote parent engagement with Kindergarten students, APTT SMART goal templates and other supplies, such as ink cartridges provided for parent APTT meetings.. 	<p>Student attendance records, Parent letters, records of school-wide attendance initiative, record of monthly attendance incentives, Honor Program awards</p>	<p>School Leaders Demonstrate: Parent letters, e-mails concerning school wide attendance initiative, Honor’s Program Agenda. Administrator attendance records.</p> <p>Teachers Demonstrate: Documentation of performance on school-wide attendance initiative. List of monthly incentives for good attendance. Teacher attendance records/</p> <p>Students Demonstrate: Student attendance records.</p> <p>Parents Demonstrate: Student attendance records.</p>	<p>Mr. Curry will review 10 day letters on 9/1/16. Attendance panel minutes will be recorded and reviewed once a month. Record of distribution of school wide incentives will be reviewed once a month. Monthly student attendance records will be reviewed by attendance panel.</p>	<p>Classroom posters, letters, cost of school wide incentives (\$500). Backpacks for needy students (\$25).</p> <p>APTT Meeting Supplies (\$1131.00)</p> <p>Ink Cartridges to print APTT parent flyers and meeting materials for parents (\$238).</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Math Achievement Level Descriptor Training	Sept. 15	Estimated Cost subs: \$240 408-2210-1847-2210-111-10-21-0000-511300-41847	One teacher from K-2, one teacher from 3-5.	Central Office	Formative assessment data
Academic Parent Teacher Team (APTT) Initial Staff Training and Grade Level Teacher Support Planning Kindergarten Teachers	Initial Staff Training-8/24/16 Grade Level Teacher Support Planning-8/24/16, 11/9/16, 2/22/17	Subs-\$360 (Title I and school PD funds)	Charles Curry, Principal	Kindergarten Teacher	Minutes and Agenda of initial planning meeting and staff trainings.
Georgia Center for Assesslets Administration and Scoring Training	Oct. 10, 2016 Nov. 10, 2016, Jan. 3, 2017	Subs-\$720	K-2 teachers, ELA teachers from 3-5.	Central Office	Student results from implementation of Assesslet administration.
Weekly KES afterschool professional learning sessions.	Weekly, 2:30-3:30 on Tuesdays.	N/A	Dr. Karon Ellis, KES Teaching and Learning Specialist	Karon Ellis	KES Professional Learning Agendas and Minutes from PD sessions.

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. Yes ___ (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.

Yes, we only hire qualified staff. We advertise positions on Camden County Schools' website, TeachGeorgia and attend college recruiting fairs.

Plans for assisting preschool children in the transition from early childhood program.

KES has transition activities and information for preschool children and their parents. The PreK students participate in field trips with Kindergarten students. Parents may serve as chaperones after attending the school volunteer training. PreK students and their parents visit Kindergarten classes in the spring and learn about the day in the life of a Kindergarten student. Additionally, handouts about Kindergarten Readiness and transition are given to the parents and information is provided on the school's website.

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>