

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

NAME OF SCHOOL/PRINCIPAL:

Sue Reynolds Elementary/ Dr. Amy McClure

NAME OF DISTRICT/SUPERINTENDENT:

Richmond County/Dr. Angela Pringle

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

| Name | Position/Role | Signature |
|---------------------|----------------------------|-----------|
| Amy McClure | Principal | |
| LaTasha Goodman | Assistant Principal | |
| Maureen Rosenberger | Assistant Principal | |
| Charvette Curry | Teacher | |
| Linda Fountain | Teacher | |
| Elizabeth Mason | Media Specialist | |
| Denise Newman | Teacher | |
| Carissa Parrish | Teacher | |
| Michelette Green | Teacher | |
| Darlene Ferguson | Teacher | |
| Vicki Crickenberger | Teacher | |
| Angela Espinosa | Teacher | |
| | Title 1 Program Specialist | |

Title I only
 The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

Description of instructional strategies and programs which coordinate with the regular program.

- Sue Reynolds Elementary School provides Title I assistance and resources to students in grades K through 5th in Reading, Literacy, and Mathematics based on iReady and Georgia Milestones Assessment data. Students are served during their regular academic courses with an additional segment of time and instruction, which targets individual needs.
- The selection of instructional strategies and all resources will be based on scientific research and individual needs of students. Differentiation and small group instruction will be emphasized with our population. Implementation of additional resources to target Literacy components will be utilized this year. Guided reading and math activities using NumberWords, VMath, Start Up, Spiral Up, Common Core Coach, Common Core Performance, Writers Workshop, and iReady instructional material will be used to reinforce the content concepts that are studied throughout the day and are an integral part of the Title I services provided to students. Instructional strategies that are research-based and proven to help students make academic gains from one year to the next will be implemented in an effort to help address the need related to student growth versus academic achievement.
- A variety of instructional models designed to increase the performance levels of Title I students will be used. Any combination of the following models will be used depending on the unique needs and characteristics of the students. These models include:
 - Augmented: The augmented model incorporates services into regular group class size by providing an additional highly qualified teacher to reduce the teacher/student ratio with provision of instruction specific to the needs of the learners for the purpose of previewing content, reviewing previously taught concepts, and/or acceleration.
 - Pull-Out: This model allows the support teacher to relocate students within the school for instructional delivery specific to the needs of the student for the purpose of previewing content, reviewing previously taught concepts, and/or acceleration.
 - Co-Teaching: This model allows for the combination of Title I students with regular education students in smaller classes. A highly qualified teacher will provide additional instruction specific to the needs of the students for the purpose of previewing content, reviewing previously taught concepts, and/or acceleration.
- Supplemental instructional Title I assistance is provided to students through the implementation of standards-based instruction. The Georgia Performance Standards serve as the basis for curriculum and instruction, which is provided through various instructional activities. Collaborative teaching ensures that Title I services are coordinated with regular classroom instruction. . A variety of programs are used to enhance learning and provide differentiated lessons to meet the varied learning modalities of learning including but not limited to explicit writing instruction, NumberWords, VMath, Start Up, Spiral Up, Common Core Coach, Common Core Performance, and iReady instructional material which will be used to reinforce the content concepts that are studied throughout the day and are an integral part of the Title I services provided to students. The use of supplemental instructional activities help provide an accelerated, high-quality curriculum for Title I services while minimizing the removal of students from the regular classroom setting. The schoolwide plan was developed by the Planning Committee. The committee is comprised of the principal, the assistant principals, media specialist, teachers, parents, and Title I Program Specialist. Plan is subject to the school improvement provisions of Section 1116.

Needs Assessment/ Data Review Results

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
|--|---|---|---|
| Increase student academic performance at or above grade level K-5. | iReady Assessment (K-5) Georgia Milestones Assessment (3-5) Surveys Observations | Administrators School Leadership Team Teachers Students Parents | Website Global Calls Flyers Surveys Scorecard |
| Increase the school's CCRPI Target by 3%. | CCRPI Score and Climate Rating Surveys Observations | Administrators School Leadership Team Teachers Students Parents | Website Surveys |
| Improve Literacy | iReady Assessment (K-5) Georgia Milestones Assessment (3-5) Surveys Observations | Administrators School Leadership Team Teachers Students Parents | Website Global Calls Flyers Surveys Data |

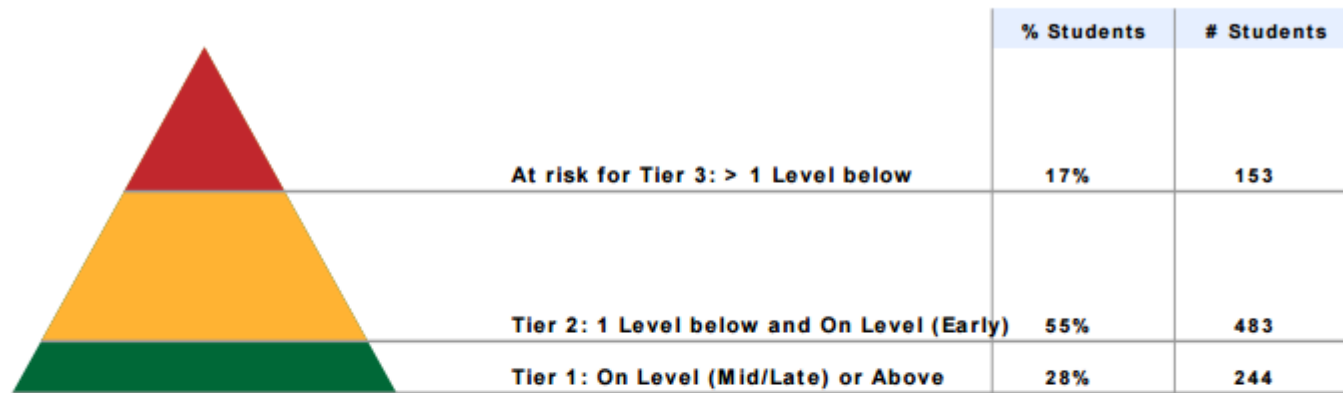
SMART GOAL #1: Increase the percentage of students academically performing at or above grade level in ELA and Math by May 2017.

| Georgia School Performance Standard | Student group (All or subgroup) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|---|---------------------------------|--|--|---|--|---|
| | | | Artifacts | Evidence | | |
| Professional Learning Instruction & Assessment | All students | <p>Increase the use of and implement instructional technology to support learning</p> <p>Participate in professional learning focused on instructional strategies (RCSS Professional Learning Specialists, administration, etc.)</p> <p>SWD teachers and co-teachers attend Professional learning from SWD experts (RCSS specialists, GLRS, RESA, etc.)</p> <p>Participate in focused walks</p> <p>Increase peer collaboration</p> | <p>Professional learning schedule, attendance, and agendas</p> <p>Documented observations</p> <p>Lesson plans</p> <p>Surveys/feedback and reflection forms</p> | <p>Assessment Data Reports-iReady, Unit Pre/Post Tests, and GA Milestone Assessments</p> <p>School Leaders Demonstrate: Collaborative support for teachers to implement strategies</p> <p>Teachers Demonstrate: Effective implementation of research-based instructional strategies</p> <p>Students Demonstrate: Application of learned skills and critical thinking</p> | <p>Administration</p> <p>School Leadership Team</p> <p>Staff</p> | <p>\$26,000 Technology-25 laptops (includes installation and required software)</p> <p>\$50,000 Handheld devices for students use. (i.e. Kindle Kids, nooks)</p> <p>\$36,000 Professional Learning (see page 15)</p> |

iReady Reading EOY 2015-2016 Assessment Data

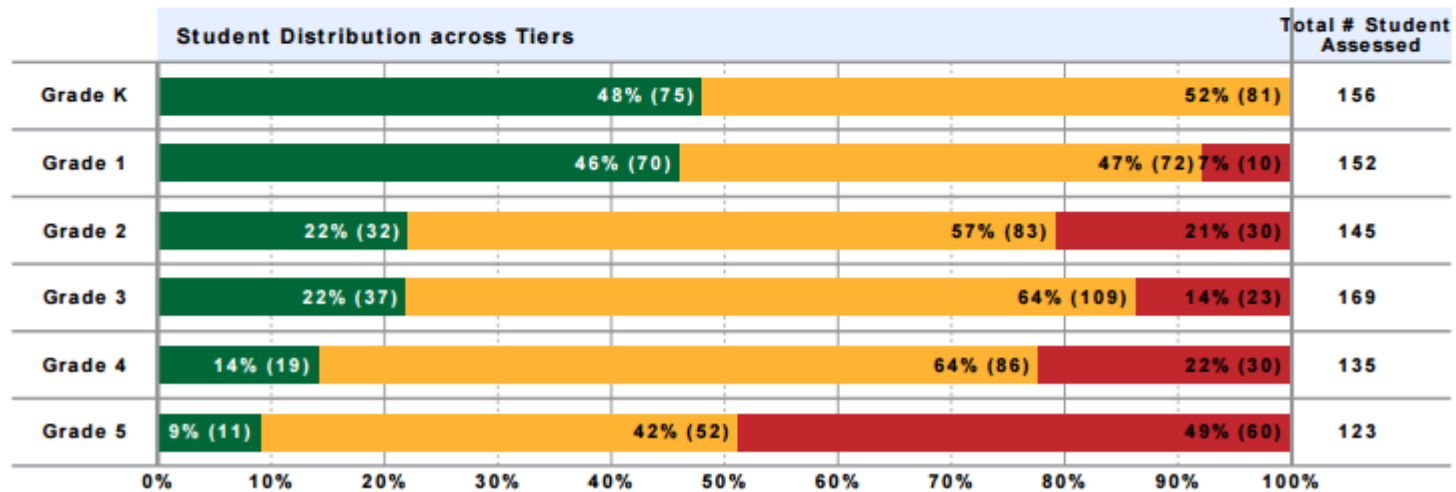
School Summary

880 out of 894 Students Tested



Detail by Grade

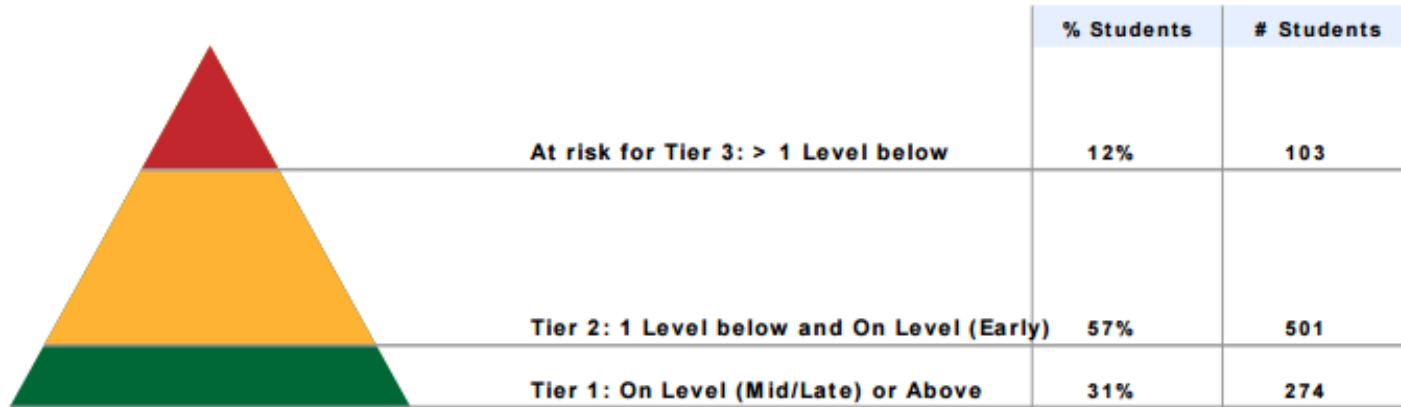
■ Tier 1: On Level (Mid/Late) or Above
 ■ Tier 2: 1 Level below and On Level (Early)
 ■ At risk for Tier 3: > 1 Level below



iReady Math EOY 2015-2016 Assessment Data

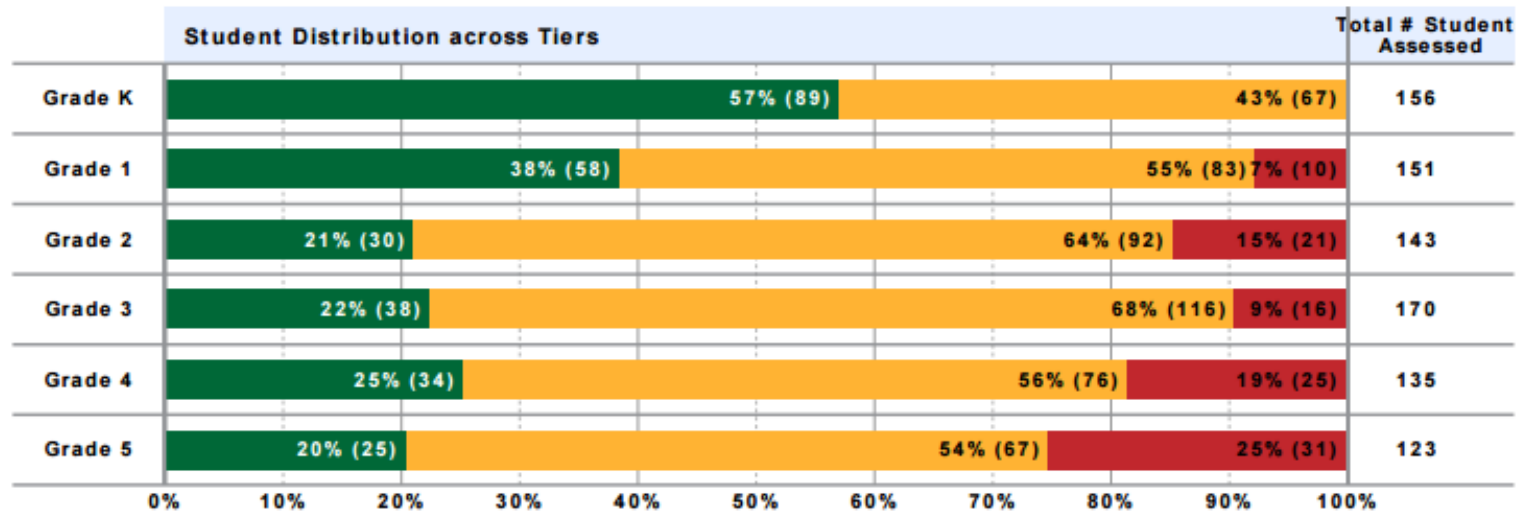
School Summary

878 out of 894 Students Tested



Detail by Grade

■ Tier 1: On Level (Mid/Late) or Above
 ■ Tier 2: 1 Level below and On Level (Early)
 ■ At risk for Tier 3: > 1 Level below



Georgia Milestones Assessment 2014-2015 Assessment Data

★ Milestones EOG Results by **Grade Level**

| School Year | Subject | Grade Level | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner |
|-------------|----------------|-----------------|------------------------|------------------------|------------------------|-----------------------|
| 2014-2015 | Mathematics | 03 | 30.8 % | 44.4 % | 22.6 % | 2.3 % |
| | | 04 | 26.2 % | 42.1 % | 27.0 % | 4.8 % |
| | | 05 | 53.7 % | 38.0 % | 6.5 % | 1.9 % |
| | | Combined | 36.0 % | 41.7 % | 19.3 % | 3.0 % |
| | Science | 03 | 34.6 % | 47.4 % | 18.0 % | |
| | | 04 | 47.6 % | 41.3 % | 11.1 % | |
| | | 05 | 46.3 % | 38.9 % | 12.0 % | 2.8 % |
| | | Combined | 42.5 % | 42.8 % | 13.9 % | 0.8 % |
| | Social Studies | 03 | 57.9 % | 39.8 % | 1.5 % | 0.8 % |
| | | 04 | 54.8 % | 42.1 % | 3.2 % | |
| | | 05 | 38.9 % | 52.8 % | 7.4 % | 0.9 % |
| | | Combined | 51.2 % | 44.4 % | 3.8 % | 0.5 % |
| | ELA | 03 | 47.7 % | 29.5 % | 20.5 % | 2.3 % |
| | | 04 | 42.9 % | 37.3 % | 17.5 % | 2.4 % |
| | | 05 | 39.8 % | 34.3 % | 24.1 % | 1.9 % |
| | | Combined | 43.7 % | 33.6 % | 20.5 % | 2.2 % |

- The procedures for annual assessment of students for meeting state and local expectations guidelines will be measured according to Title I student achievement and performance on the I-Ready universal screener, formative assessments, and Georgia Milestones Assessment. All students are expected to meet state guidelines for annual proficiency levels for reading, language arts, and mathematics which will be used for determining College and Career Ready Performance Index (CCRPI). Particular emphasis will be placed on the progress monitoring and interventions. Acceleration and differentiation strategies will be implemented as needed. Additional academic opportunities will be provided based on disaggregated Georgia Milestones data. Eligibility records and exit documentation will be maintained and housed within the school and will be made available upon request. Documentation of student progress and parent involvement is reflected in a data and parental involvement notebook maintained by the Title I committee members.

SMART GOAL #2: Increase the school's CCRPI target by 3% annually.

| Georgia School Performance Standard | Student group (All or subgroup) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|--|---------------------------------|--|--|--|--|--|
| | | | Artifacts | Evidence | | |
| Planning & Organization School Culture Family and Community Engagement | All students | Increased support for classroom teachers, staff, students, and parents Clear, written plans and expectations that are communicated to all stakeholders and are honored/enforced with fidelity school wide Professional learning and workshops as needed for parents Establish processes that make support needed for the school transparent to all stakeholders | School wide plans (Attendance, Site Safety, Communication, school visitors, etc.) Agendas, attendance forms, management plans, RTI records Minutes from meetings to establish processes, written plans, protocol | <p>School Leaders Demonstrate: Support for all stakeholders</p> <p>Teachers Demonstrate: Implement/model/enforce expectations</p> <p>Students Demonstrate: Practice and model expectations</p> <p>Parents Demonstrate: Increase parental involvement, increase in communication, community involvement</p> | Administrators Parent Facilitator School Leadership Team | <p>\$45,000 Parent Facilitator (salary and benefits)</p> <p>\$10,000 Parent workshops, parent center, curriculum nights, resources, supplies, technology</p> |

- Sue Reynolds Elementary School works with multiple agencies approved by the local board of education to ensure coordination efforts on behalf of migrant students, homeless students, immigrant students, EL students, neglected and delinquent students, at-risk students, and early childhood students.

- Sue Reynolds Elementary School has maintained 100% highly qualified status for all teachers and paraprofessionals. Careful monitoring of certification and certificate renewals are aligned to job assignments of teachers and paraprofessionals to ensure highly qualified status. All staff members have had the opportunity to maintain their Hi-Q status by participating in many professional development opportunities that are embedded in the school environment. Training opportunities are developed and delivered in the system during the school day based on the needs expressed by administrators, teachers, and paraprofessionals, and as evidenced by student data. The principal and staff work strategically to ensure an equitable balance of inexperienced, mid-level, and experienced staff. In the event that a new teacher is assigned to a grade level, mentor teachers are assigned to provide an opportunity for collaboration and planning for instruction. System-level and school-level administrators monitor the Hi-Q assignments of teachers based on student demographics. All students, including those who are eligible for Title I services, are taught by highly qualified teachers and paraprofessionals. If a teacher had to be placed in a course for which they are not highly qualified to teach, the instructional services staff would work collaboratively with the building-level principal to develop a remediation plan that would expeditiously allow the teacher to complete all requirements for obtaining highly qualified status. Monitoring would take place to ensure that the teacher met all timelines specified in the remediation plan. Annually, each school publishes the parent's "right to know" information. In addition, parents are notified in the event that their child is taught by a non-Hi-Q teacher. Professional development is provided to ensure that all teachers and paraprofessionals have opportunity to improve instructional practices and are designed to increase the performance levels of all groups of students. Professional development needs are determined annually as part of the overall school improvement process. The annual needs assessment and disaggregation of student test data enables school-level administrators to work collaboratively with teachers to determine specific needs.

2015 College and Career Ready Performance Index (CCRPI 50.1)

| CCRPI Score | | | | | | |
|---|-----------------|------------------------|------------------------------|--------------------------|-----------------------------|-----------------------|
| CCRPI Score | | | | | | |
| 50.1 | | | | | | |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points | | | | | | |
| Achievement Points | Progress Points | Achievement Gap Points | Challenge Points | | Financial Efficiency Rating | School Climate Rating |
| | | | ED/EL/SWD Performance Points | Exceeding the Bar Points | | |
| 21.5 | 25.3 | 3.3 | 0 | 0 | NA | ★★★ |
| | | | 0 | | | |

2014 College and Career Ready Performance Index (CCRPI 67.5)

| CCRPI Score | | | | | | |
|---|-----------------|------------------------|------------------------------|--------------------------|-----------------------------|-----------------------|
| CCRPI Score | | | | | | |
| 67.5 | | | | | | |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points | | | | | | |
| Achievement Points | Progress Points | Achievement Gap Points | Challenge Points | | Financial Efficiency Rating | School Climate Rating |
| | | | ED/EL/SWD Performance Points | Exceeding the Bar Points | | |
| 42.8 | 16.7 | 6 | 2 | 0 | | ★★★★ |
| | | | 2 | | | |

2013 College and Career Ready Performance Index (CCRPI 68.1)

| CCRPI Score | | | | | | |
|---|-----------------|------------------------|------------------------------|--------------------------|-----------------------------|-----------------------|
| CCRPI Score | | | | | | |
| 68.1 | | | | | | |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points | | | | | | |
| Achievement Points | Progress Points | Achievement Gap Points | Challenge Points | | Financial Efficiency Rating | School Climate Rating |
| | | | ED/EL/SWD Performance Points | Exceeding the Bar Points | | |
| 43.5 | 16.1 | 8 | 0 | .5 | | |
| | | | | .5 | | |

SMART GOAL #3: Improve student Literacy performance across all content areas by May 2017.

| Georgia School Performance Standard | Student group (All or subgroup) | Action /Strategies | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources |
|---|---------------------------------|--|--|--|---|---|
| | | | Artifacts | Evidence | | |
| Instruction & Assessment Professional Learning | All students | Teachers will participate in professional learning focused on effective research based instructional strategies. Teacher will provide weekly focused instruction to K-5 students using a workshop model to improve literacy performance. Teacher will progress monitor and assess student writing performance using the required writing rubric. | Student writing portfolios Student fluency and Lexile Levels Writing rubrics indicating student performance level Writing exemplars for student guidance Writing Lesson Plans Documented observations | Pre/Post writing assessments School Leaders Demonstrate: Support and guidance in implementing and utilizing effective literacy instruction. Teachers Demonstrate: Research based strategies to improve literacy instruction and student performance Students Demonstrate: Improved literacy performance and Increased Lexile Levels | Administration RCSS ELA Professional Learning Specialist Teachers | <p>\$30,000 Leveled Text digital and print, instructional supplies, and resources.</p> <p>\$35,000 *Professional Learning (see page 16)</p> |

Division of School and District Effectiveness | School Improvement PLAN

| Sue Reynolds Elementary School | | Achievement % | | | |
|---|--|------------------------------------|------------------|------------------|------------------|
| Milestones EOG Spring 2014 - 2015 | | 48 | 30 | 20 | 3 |
| ☐ ELA | | | | | |
| Reading Status | | | | | |
| --Below Grade-- --Grade Level-- | | -----Level----- -----or Above----- | | | |
| ☑ Reading and Vocabulary | | 109 | 127 | | |
| Points Earned | | | | | |
| | | -----1 of 4----- | -----2 of 4----- | -----3 of 4----- | -----4 of 4----- |
| ☐ Writing and Language - Narrative Writing | | 123 | 63 | 9 | 4 |
| Grade 3 | | 1 | | | |
| Grade 4 | | 63 | 36 | 3 | 1 |
| Grade 5 | | 59 | 27 | 6 | 3 |
| ☐ Writing and Language - Extended Writing: Ideas | | 85 | 96 | 13 | 2 |
| Grade 3 | | | 1 | | |
| Grade 4 | | 45 | 42 | 7 | 1 |
| Grade 5 | | 40 | 53 | 6 | 1 |
| | | -----1 of 3----- | -----2 of 3----- | -----3 of 3----- | |
| ☐ Writing and Language - Extended Writing: Language | | 101 | 84 | 11 | |
| Grade 3 | | | 1 | | |
| Grade 4 | | 48 | 39 | 8 | |
| Grade 5 | | 53 | 44 | 3 | |

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 | Artifacts/Evidence of Impact on Student Learning |
|---|--------------------------------|---|---|--|---|
| Collaborative professional learning focused on effective instructional strategies | September 2016- May 2017 | Cost of supplies and resources \$8,000 Cost of Substitutes \$5,000 | Administrators and RCSS Professional Learning Specialists | Administrators and RCSS Professional Learning Specialists SLT | Data analysis- pre and post unit assessments and common assessments Improved student writing performance Extending writing GA Milestones Assessment Results iReady Diagnostic Data Student work |
| Off-site professional learning | September 2016- June 2017 | Registration fees/ travel \$8,000 Substitutes \$7,500 | Professional Learning Specialists- in/out of district | Administrators SLT | Assessment Data Improvement in Instructional practices evident through student work |
| Differentiated after school and professional learning sessions | September 2016- May 2017 | Cost of supplies and resources \$6,500 | Administrators and SLT | Administrators SLT | Increase in student engagement and academic achievement |
| Focus walks | September 2016- May 2017 | \$0 | Administrators and SLT | Administrators | Increase in student engagement and academic achievement |

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 |
|---|----------------------|--|-----------------------|---|---|
| Parent workshops-2 per semester | August 2016-May 2017 | \$5,000 Teacher stipend, guest speakers, supplies and resources | Parent Facilitator | Increased Parental Involvement Sign in sheets, Agenda, Surveys, Photos, Flyers | Increased student participation and attendance Assessment Data |
| Curriculum parent nights 2 per semester | August 2016-May 2017 | \$5,000 Supplies, guest speakers, parent resources | Parent Facilitator | Increased Parental Involvement Sign in sheets, Agenda, Surveys, Photos, Flyers | Increased student participation and attendance Assessment Data |

- The Elementary and Secondary Education Act of 1965 requires schools to involve all parents of Title I students in decision-making related to student achievement. Schools are also required to develop strategies to involve parents in an effective partnership with the school and involve parents in supporting high student achievement. The school-level parent involvement plans are developed with input from all stakeholders and are reviewed and revised annually. A notice is provided to parents or guardians for an opportunity to conference with their child’s teacher(s) to discuss the services provided in the Title I targeted assistance program. In addition, students’ current level of progress is reviewed with parents or guardians upon placement into the Title I program. Formal conferences are held each year during early release days to provide parents or guardians flexibility in meeting with teachers and administrators to discuss students’ progress toward learning goals. Various opportunities for communication and involvement are provided throughout the school year. Annual parent involvement meetings are held to inform parents or guardians of effective ways to support the learning process. Regularly scheduled training sessions (i.e. Meet the Teacher, Open House,

Curriculum Night, Parent Workshops, etc.) provide an opportunity for Title I staff members to equip parents or guardians with information and tools needed to provide academic support at home and to build strong relationships between home and school in an effort to maximize learning experiences for students. Surveys are distributed to parents or guardians annually, and results are used to evaluate program effectiveness and to determine ways for increasing parent involvement and support. Parents will be provided a copy of the parent involvement plan, survey of effectiveness, and compact for input and commitment. The documents should be returned to the Title I Teacher for documentation. Parent involvement opportunities are reviewed to ensure compliance with local, state, and federal regulations.

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>