Richmond County School System
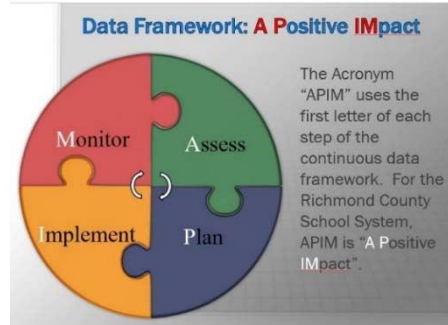

Learning today...Leading tomorrow

School Improvement Planning

Elementary Schools
2016-2017

School Improvement Process

Assess

- The School Leadership team will analyze data (such as Milestones, i-Ready, survey data, and other school-related information).
- The School Leadership team will complete a Needs Assessment based on data.
- The School Leadership team will conduct a Root Cause Analysis using a researched method such as the fishbone diagram, the 5 whys, etc.
- The School Leadership team will assess Professional Learning needs based on data.

Plan

- Based on data, root cause analysis and needs assessment, determine or revise initiatives and action steps. As data changes, the initiatives and action steps may need to change.
- Fill out the School Improvement Plan template. This will include action steps, evidence, how the plan will be implemented, and estimated costs, funding sources and resources.
- Once the plan is complete, align all action steps to the Georgia School Key Standards. Include the aligned action steps in Indistar as tasks under the appropriate standard.
- Present a draft of the School Improvement Plan and document input from the School Council and other stakeholders (internal and external).
- Develop a revised plan based on stakeholder input.
- The School Leadership Team will plan for Professional Learning activities to support the School Improvement Plan based on the Needs Assessment.
- The School Leadership Team will plan Parental Involvement activities that support the School Improvement Plan.

Implement

- Share and communicate the expectations of the School Improvement Plan with all stakeholders.
- Follow the action steps in the plan.
- Provide Professional Learning based on the School Improvement Plan.
- Follow Parental Involvement requirements.
- Collect evidence as the plan is being implemented.

Monitor

- Monitor your plan – collect evidence, focus walks, observation, etc.
- Adjust action steps as needed.
- Evaluate the impact of the plan on student learning.

CCRPI	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Sources
CCRPI Score - School	70.2	67.4	51.4	63	GADOE portal
CCRPI Score - District	61.1	60.9	62.4	61.4667	
CCRPI Score - State	75.8	72.3	75.5	74.5333	

Georgia Milestones	2013-2014	2014-2015	2015-2016	2-yr Avg	Data Source
% Developing Learner or Above - ELA	N/A	52	45	48.5	SLDS for 2014-2015; Test Coordinator for 2015-2016 as scores become available.
% Developing Learner or Above - Math	N/A	61	48	54.5	
% Developing Learner or Above - Science	N/A	57	45	51	
% Developing Learner or Above - Social Studies	N/A	52	43	47.5	
% Proficient or Distinguished Learner - ELA	N/A	23	15	19	
% Proficient or Distinguished Learner - Math	N/A	13	14	13.5	
% Proficient or Distinguished Learner - Science	N/A	22	13	17.5	
% Proficient or Distinguished Learner - Social Studies	N/A	8	6	7	

iReady	2014	2015 (Spring Test)	2016 (Fall Test)	2-yr Avg	Data Source
% Students Reading on Grade Level - 3rd Grade	N/A	4	23	13.5	iReady->Reports->School Reports->Student Growth by Grade and Class. Select appropriate Academic Year, School, Subject (Reading or Math), Show->Spring Assessment, Compare->Fall Assessment. **2016** Intervention Screener, Fall, Standard
% Students Reading on Grade Level - 2nd Grade	N/A	2	17	9.5	
% Students Reading on Grade Level - 1st Grade	N/A	4	5	4.5	
% Students Reading on Grade Level - Kindergarten	N/A	0	12	6	
On Grade Level Lexile (%)	N/A	43	13	27	iReady->Reports->School Reports->Diagnostic & Instruction->New Export D&I. Under Diagnostic Data click checkbox for "Most Recent Lexiles and Quantiles." Average Diagnostic: Overall Relative Placement (Most Recent) Remove GAA students
% Students Math on Grade Level - 4th Grade	N/A	0	15	7.5	iReady->Reports->School Reports->Student Growth by Grade and Class. Select appropriate Academic Year, School, Subject (Reading or Math), Show->Spring Assessment, Compare->Fall Assessment. **2016** Intervention Screener, Fall, Standard
% Students Math on Grade Level - 3rd Grade	N/A	2	3	2.5	
% Students Math on Grade Level - 2nd Grade	N/A	0	0	0	
% Students Math on Grade Level - 1st Grade	N/A	0	0	0	
% Students Math on Grade Level - Kindergarten	N/A	5	10	7.5	
On Grade Level Quantile (%)	N/A	46	6	24	iReady->Reports->School Reports->Diagnostic & Instruction->New Export D&I. Under Diagnostic Data click checkbox for "Most Recent Lexiles and Quantiles." Average Diagnostic: Overall Relative Placement (Most Recent) Remove GAA students

Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?

Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?

Student Profile	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
Total Student Enrollment	418	421	412	417	SLDS
Students Absent 6+ Days (%)	39.3%	43.3%	35%	39.2%	SLDS for 2013-2014; Infinite Campus for 2015-2016 (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	81	246	364	230	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.
% of Kindergartners who attended a pre-K program	48%	36%	47%	44%	Student records

Reflection Questions: What is your schools attendance plan? How does this mirror board policy? How many absences can students accumulate before parent contact is made? How do you track attendance? Daily? Weekly? Monthly? How are absences reported to teachers during the day? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

Faculty & Staff Profile (2015-2016)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	*				School-level Data
Teaching Staff # of Years in Current School	8	5	6	1	School-level Data
Teaching Staff # of Years in Profession	5	1	11	3	School-level Data

	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
% Administrator Absent 6+ Days	n/a	0	0	0%	School-level Data
% Teachers Absent 6+ Days	1.8%	54.5%	77.2%	44.5%	School-level Data
% Staff Absent 6+ Days	20.6%	44.8%	72.2%	45.8%	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

TKES Standards (%) (2015-2016)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0%	5%	78%	16%	School-level Data
2. Instructional Planning	0%	0%	78%	22%	School-level Data
3. Instructional Strategies	0%	0%	72%	28%	School-level Data
4. Differentiated Instruction	0%	0%	67%	33%	School-level Data
5. Assessment Strategies	0%	0%	94%	5%	School-level Data
6. Assessment Uses	0%	0%	835%	11%	School-level Data
7. Positive Learning Environment	0%	5%	33%	67%	School-level Data
8. Academically Challenging Environment	0%	0%	72%	22%	School-level Data
9. Professionalism	0%	5%	44%	56%	School-level Data
10. Communication	0%	0%	39%	61%	School-level Data

School Culture Data Profile	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
Student Mobility (%)	n/a	20.3%	N/A	20.3%	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	0%	0%	0%	0%	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	65%	20%	15%	33.3%	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	0	0	0	0	

Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

Family and Community Engagement Data Profile	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
External Business/Community Partnerships (#)	n/a	4	7		School-level Data
Community Events (#)	n/a	11	6		School-level Data
School Events (#)	n/a	5	5		School-level Data
Parent Training Workshops (#)	n/a	20	6		School-level Data
Curriculum Nights (#)	n/a	1	1		School-level Data

Richmond County School System Strategy Map

Gold boxes are Goal Areas

Blue boxes are Performance Objectives

High Academic Achievement and Success For All

| Increase graduation rate | ← | Increase student performance at or above grade level | ← | Increase college, career, and workforce readiness |

Community Engagement

| Establish internal and external community engagement | ← | Improve perceptions of RCSS | ← | Pursue and attract Collaborative partnerships |

Communication

| Establish and implement systems of communication for all divisions and schools | ← | Identify varied resources for two-way | ← | Increase effective |

High Performing Culture and Workforce

| Hire and support a | ← | Develop and Implement staff high expectations | ← | Create succession |

Operational Effectiveness

| Establish and monitor | ← | effectiveness | ← | nce | ← | timeliness |

School Improvement Plan – Elementary

School: **Willis Foreman Elementary**

Principal: **Lou Anne Grove**

Date: **August 2016**

School Improvement Goal Area: High Academic Achievement for All

Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year 3
Increase the percentage of students reading on Proficient or above by Grade 3	24	*29 (11.9)*	*34*	39
Increase the percentage of students scoring Proficient or above on the Georgia Milestones EOG in Mathematics Grade 4	11.3	16.3 (1.8)	22.3	27.3
Increase the percentage of students scoring Proficient or above on the Science EOG Combined Grade 3, Grade 4, Grade 5	21.9	26.9 (13.9)	31.9	36.9
Increase the percentage of students scoring Proficient or above on the Social Studies EOG Combined Grade 3, Grade 4, Grade 5	8.2	13.2 (6.6)	18.2	23.2
Increase the school's CCRPI Target by 3% annually	51.4	52.9	54.53	56.2
Performance Measure is aligned to the RCSS Performance Objective of: Increase student performance at or above grade level				

Initiative: Increase the percentage of students on grade level and above in math

Group Affected by Initiative	Research-Based Action Steps (Tasks in Indistar)	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions	Funding Source, Materials/Resources Needed
All Students	• Identify student overall relative placement levels based on data	-Principal, Administrative Intern, Academic Support Specialist, Teachers	-I-ready benchmark -Progress monitoring -Current Ga. Milestones	September 2016- May 2017	I-ready reports GA Milestones Reports Title I-paper
All Students	• Students with teachers set goals based on their Scale Score levels – check each 9 weeks minimum	-Teachers - A. S. S.	-Student Folders Teacher Data Room Updates	September 2016- May 2017 depending on progress	I-ready reports GA Milestones Reports Title I-paper
Teachers and students	• Implement with fidelity that teachers are teaching with a standards based classroom	Teachers Administration Leadership Team A.S.S.	I-ready Teacher tests Benchmarks	September 2016 –May 2017	Curriculum Department Paper
All Students	• Implement I-ready instruction of a minimum of 45 minutes a week in math	A.S.S. Leadership Team	I-ready GA Milestones	September 2016 –May 2017	Curriculum I-Ready
All Students	• Implement Differentiated Instruction based on overall relative placement level	-A. S. S. - Teachers	-I-Ready Data GA Milestones	September 2016-May 2017	District – I-Ready

LouAnne Grove
Principal
Leadership Team Member

_____   _____

LaShondra Randolph, Administrative Intern

_____   Leadership Team Member

_____

Jennifer Dorn, Academic Support Specialist

_____   Leadership Team Member

_____

[Type here]

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

Professional Learning Strategy to Support School Improvement Plan Initiative	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
Teachers will be trained to use quantiles to differentiate learning Components-2, 4, 5	September 2016-May 2017	$1500 Title I Folders Paper	A. S. S.	Principal, Administrative Team	I-Ready Student Grades Data Reports
Teachers will be trained in various math initiatives as identified by the curriculum department Components-2, 4, 5, 9	September 2016-May 2017	Curriculum Department	Math Curriculum Liason WFES Math TIR	Principal, Administrative Intern, A. S. S.	GA Milestones data I-Ready Reports
Teachers will be trained to Analyze Data by facilitator from SLDS Components-2, 4, 5, 9	September 2016-May 2017	Title I	Administrative Intern A.S.S.	Principal, Administrative Intern	GA Milestones data
Teacher will progress monitor students based on i-Ready data	September 2016-May 2017	Title I	Administrative Intern A.S.S.	Principal, Administrative Intern, A. S. S.	GA Milestones data i-ready Diagnostic Fall i-ready Growth Monitoring i-ready Diagnostic Winter Growth Monitoring Sheet

Parental Involvement Plan to Support School Improvement Plan

Parent Engagement Activities	Person(s) Responsible- will oversee the actions	Evaluation Results	Evidence of Impact on Student Learning	Timeline	Estimated Cost, Funding Source, and/or Materials/Resources Needed
Host meetings: *-Review/Revision Mtg. and Annual Title I Mtg.- Policy, Compact, SIP/SWP/TA Plan, & PI Budget* *-Parent/Teacher Conferences* *-RTI Family Involvement Components-1, 2, 3, 15, 16, 17, 18, 19*	*Principal, Administrative Intern*	*Parent Survey Parent Feedback Forms, Compacts*	*-Improved School Leadership* *-Collaborative Relationships among teachers, families, and community members* *-Increased number of students in need processed through RTI*	*August-October 2016*	*$500 Title I -copy paper*
-Provide Volunteer Training *-Parent Engagement Opportunities- Grandparents Day, Dances, SOM, Plays, Skate Night, Movie Night, etc.* *Components-4, 6, 7, 10, 11*	*Principal, Administrative Intern, Academic Support Specialist, Leadership Team*	*Sign-in sheets, Surveys*	*-Growth of Lexile Levels* *(Create student reading lists, Library cards with Lexile information, Pamphlets-A Parent's Guide to the Lexile Framework)*	*August 2016-May 2017*	*$3000 Title I -copy paper PTO*
Provide: *Parent Resource Center-* **Information @ Title I* **Curriculum resources* **Academic Assessments* **Proficiency Levels/Progress Monitoring Results* **School Status* **School Policy &Compact* **RTI* **Complaint Procedures* **Literacy Pamphlets* *Component 14,*	*Principal, Administrative Intern, Leadership Team*	*Parent Survey Parent Feedback Forms, Compacts, Sign-in sheets*	*-Increased Lexile Levels* *-Increase participation in the i-ready software* *-School transparency via school status, Title I policies, compacts, student resources, flyers, on the school website*	*August 2016-May 2017*	*$1500 Title I -Supplies for Parent Resource Center(copy paper, file folders, ink cartridges, educational games, colored paper)*

**The Title I Annual Meeting must be held before October 1st but not prior to compact and policy revisions. (Include revision date on policy)

**100% Compacts should be signed, dated, and returned before November 1st except for new students. (Include revision date on compacts)

** All parent meetings should be maintained throughout year with complete documentation (sign in agendas, handouts, webpage posting, shout points, etc.

<u>Willis Foreman Elementary's</u> Needs Assessment/ Data Review Results Summary Analysis

Students in fourth and fifth grade were found to be one or more grade levels behind according to the Georgia Milestone Data (Spring 2016) and Benchmark of i-Ready Data (Fall 2016).

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

NAME OF SCHOOL/PRINCIPAL: **Willis Foreman Elementary/Lou Anne Grove Ed.S**
NAME OF DISTRICT/SUPERINTENDENT: **Richmond County/Angela Pringle Ed.D**
□ *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.

SIGNATURES: Superintendent _____ Date _____   Principal Supervisor _____ Date _____   Principal _____ Date _____   Title 1 Director _____ Date _____   (Title 1 Schools only)

Title I only **(SWP 9, 14, 18)**   The Letter of Intent for Title I Schoolwide was submitted on _____.   Please indicate the programs that are consolidated in this plan: _____   _____   School Designated as a Priority School _____(Yes or No)   School Designated as a Focus School _____ (Yes or No)

Revision Date: _____   Revision Date: _____   Revision Date:_____

Willis Foreman Elementary
2413 Willis Foreman Road
Hephzibah, Georgia 30815
706-592-3991

Date: Oct 31, 2016

Planning Committee Members (SWP 7, 15)

Name	Position/Role	Signature
Lou Anne Grove	Principal	
LaShondra Randolph	Administrative Intern	
Jennifer Dorn	Academic Support Specialist	
Leslie Glass	Parent	
	Parent	
	Parent	

Note** All parents are invited and more students are encouraged to participate in the school wide planning process.
**** Please note after each major revision you must include this signature page.

Needs Assessment/ Data Review Results (SWP 1, 10, 11, 12, 13, 16, 17)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
School intervention plan for 4th and 5th grade students who are below grade level in reading.	Child Find Georgia Milestone i-Ready Report card grades	Teachers Academic Support Specialist Principal	Parent/Teacher Conferences Parental Involvement Meeting 10/2016 Monthly Newsletter Collaboration Data Notebooks Student Data talks (w/teacher) *RTI pages: 55 & 58 used in conferences/collaboration/data talks*
Ensure students identified are receiving additional services and with fidelity such as RTi, 504, IEP and/or EIP.	Child Find Georgia Milestone i-Ready Report card grades	Teachers (including SPED) Academic Support Specialist Principal Administrative Intern (RTI site coordinator) Parents School Psychologist Guidance Counselor (504 site coordinator)	Response to intervention meetings: to include protocols (inviting parents, dissemination of summaries, etc)
Fidelity to targeted instruction is needed for identified students in iReady (at least 45 min once a week). In addition, to i-Ready in small group center time.	i-Ready fall 2016 benchmark	Teachers (classroom, augmented, etc) Students Academic Support Specialist	i-Ready parent reports parent/teacher conferences student/teacher conferences
Identified students need 30 minutes daily of i-Ready and Reading intervention	i-Ready fall 2016 benchmark	Teachers (classroom, augmented, etc) Students Academic Support Specialist	i-Ready parent reports parent/teacher conferences student/teacher conferences
Students identified need progress monitoring at least once every two weeks. Teachers need to meet weekly for data dig grade level meetings to discuss identified students' progress.	i-Ready Growth monitoring reports	Special Education Teachers, Classroom Teachers, Administration Team, and Academic Support Specialist	i-Ready growth monitoring reports i-Ready parent reports Collaboration Data Notebooks Student Data talks (w/teacher) Parent/Teacher Conferences
Frequently monitor and Identify students who are eligible for EIP instructional services and give additional pullout instruction.	RTI Report Card Grades Progress Reports	RTI Team EIP Teacher Teachers Academic Support Specialist	Teacher & Support Collaboration Response to intervention meetings: to include protocols (inviting parents, dissemination of summaries, etc)

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Attendance team needs to meet to monitor attendance which is part of the SIP and follow attendance protocol.	School Improvement Plan	Classroom Teachers Attendance Team Principal	Attendance letters to Parents Infinite Campus documentation/dissemination Parent/Teacher conferences
Students need to use, with fidelity the county initiated program, MyOn as additional reading instruction. Teacher's will set ready goals based on student needs.	MyOn lexile place test results MyOn benchmark results	Media Specialist Teachers Parents	MyOn parent reports Parent/Teacher conferences Student Data Talks Collaboration Meetings
Teachers need to include Benchmark Literacy in lesson plans and develop individual plans for students to roll out professional learning received by the district.	Survey of Teachers PL needs Professional Learning registration of Benchmark Literacy	Teachers Academic Support Specialist	Collaboration/Lesson Planning meetings

Highly Qualified Staff
(SWP 5)

All course are taught by highly qualified staff? YES
     If no, explain

List efforts to recruit highly qualified teachers to your school.
RCSS Job Recruitment FAIR 2 times per year.

Response to SWP 9: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Funding Source	How funds will be used
Federal Funds: Title I Funds	Extended Learning salary/transportation Laptops with services, installation, equipment Supplies: paper, pencils, crayons, copier usage, etc. Software: Brain Pop, Whooo's Reading Laminator Promethean Board Projectors and pens Books: nonfiction/fiction, i-Ready workbooks Printer Resource/self-help books
State Funds	NA
Reduced Class Size	NA
School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Local Professional Learning Funds	All professional learning is cost-free: on-site and district PL is used
Grants	NA

Funding Source and Resources provided:
- FTE -Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students – instructional materials and supplies, technology, teachers, software.
- IDEA-Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins-N/A
- EIP   -Teachers for identified EIP students
- McKinney Vento- Services for Homeless students
- Title I-, instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction

Each school and LEA receiving assistance under Title I, Part A must ensure effective involvement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination activities. *[Section 1118(e), ESEA.]*

Schools must:

1. Work with parents to develop a **written parental involvement policy**.

2. Hold an **annual meeting**, at a convenient time, for all parents of participating children.

3. Offer parental involvement **meetings** at various times, such as morning or evening.

4. Involve parents in an organized, ongoing, and timely way in the **planning, review, and improvement of Title I programs**, including the **school parental involvement** policy for all parents and the **Single Plan for Student Achievement (SWP/SIP/TA).**

5. Submit parents' comments on the Single Plan for Student Achievement to the LEA if parents do not find the plan to be satisfactory.

6. Provide **information** to the parents of participating students:
   a. Timely information about Title I programs
   b. A description and explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach
   c. Opportunities for regular meetings
   d. Participate, as appropriate, in decisions relating to the education of their children.

7. Develop jointly with the parents or caregivers of participating students a **school-parent compact.**

8. Reasonable **opportunities to volunteer** at the school, participate in their children's class, and observe classroom activities.

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN
Title I Schoolwide Plan FY17 Suggested Artifacts List

Component 1 Committee/Leadership Team Meetings (agenda, minutes, sign-in, artifacts/handouts) Schoolwide data results to support the needs assessment (brainstorming evidence i.e. Fishbone, 5 Why's, etc) CCRPI Report Three-Year Academic Profile School Profile	**Component 2** Master Schedule Intervention Schedule Augmented Teacher schedule (if applicable) Extended Learning Plans (if applicable) Flexible Learning Plan (if applicable) Tutor Schedule Consultant Agreement (Students) Teachers as Advisors Dual Enrollment Documentation Program Evaluation Mentoring Documentation Schoolwide Initiatives (AVID, HSTW, etc.)	**Component 3** Faculty/Staff Roster Agendas, sign in sheets, evaluations and PL handouts Professional Learning calendars Evidence of using instructional practices from professional learning/training Evidence of the impact on student achievement Consultant Agreement (Teachers) PL Approval Form	**Component 4** Right-to-Know letter and dissemination form (Acknowledgement of Receipt documents) School Status letter and dissemination form Complaint Procedures and dissemination form School Policy and Compact and dissemination Building Staff and Parent Capacity Meeting documents Multiple ways of advertisement, agenda, sign-in sheet, minutes, artifacts/handouts
Component 5 Artifacts of mentoring program of new teachers(SMART Mentor and /or School Mentors) Richmond County Job Fair Flyer(s) School website information	**Component 6** Pre K Open House documents 5th grade transition meeting/ceremony programs at the Middle School 8th grade transition meeting/ceremony programs at the High School	**Component 7** Agendas and sign in sheets from any meetings focusing on data analysis (Leadership Team, Collaborative Planning, etc.)	**Component 8** RTI Schedule Child find procedures Progress monitoring reports Extended Learning Schedules Intervention Schedules
Component 9 Title I budgets and justifications Coordination of Funds Chart	**Component 10** Sample assessment reports distributed to parents	**Component 11** Data analysis meeting agendas and sign in sheets Pictures of data rooms/walls	**Component 12** N/A
Component 13 CCRPI Report	**Component 14** Copies of technical assistance forms	**Component 15** Copies of flyers, agendas, sign in sheets, and minutes from revision meetings	**Component 16** Copy of Title I SWP posting on the school's webpage
Component 17 Translation Procedures	**Component 18** This plan follows the guidelines of Section 1116		

Georgia School Key-Standards
Indistar/ QCIS Non-Negotiables

Purpose of Key Standards:
The key or non-negotiable standards should be the high-leverage standards that will support schools in becoming operational and maintaining this position. The monitoring of these standards should allow schools to more easily determine their progress or lack of progress. School effectiveness specialists should be able to chart development and give explicit coaching comments and feedback on the tasks assigned to these standards.

Curriculum 1: Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction. (C1)

Curriculum 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed. (C3)

Assessment 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction. (A2)

Assessment 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices. (A3)

Instruction 4: Uses research-based instructional practices that positively impact student learning. (I4)

Instruction 8: Establishes a learning environment that empowers students to actively monitor their own progress. (I8)

Instruction 9: Provides timely, systematic, data-driven interventions. (I9)

Professional Learning 6: Monitors and evaluates the impact of professional learning on staff practices and student learning. (PL6)

Leadership 6: Establishes and supports a data-driven school leadership team that is focused on student learning (L6)

Planning and Organization 1: Shares a common vision/mission that defines school culture and guides the continuous improvement process. (PO1)

Planning and Organization 2: Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance. (PO2)

Planning and Organization 3: Monitors implementation of the school improvement plan and makes adjustments, as needed. (PO3)