



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

NAME OF SCHOOL/PRINCIPAL:

Dames Ferry Elementary/Clinton Burston

NAME OF DISTRICT/SUPERINTENDENT:

Jones County/Charles Gibson

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
Clinton Burston	Principal	
Stacy Carr	Instructional Coach	
Alyson Bryant	Kindergarten Teacher	
Carol Cazort	First Grade Teacher	
Jessica Angle	Second Grade Teacher	
Jennifer Holland	Third Grade Teacher	
Melody Nebel	Fourth Grade Teacher	
Molly Batchelor	Fifth Grade Teacher	
Carla Whatley	PEC Lead	
Jackie Busch	Title I Parent Involvement Coordinator	
Towana Clements	Parent	
Valerie Ford	Parent	
Gary Rosser	Parent	
Bryan Simpson	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: _____

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
Number Sense	Spring 2016 GRASP scores Common Assessments/ SLO / Benchmarks GKIDS Rocket Math Learning Farm	All Students All teachers including PEC and paraprofessionals, and EIP teachers Title I Teacher and paraprofessional	Grade Level Orientations Newsletters/Email Title I Parent Nights Weekly signed papers w/ fact assessments, report cards, deficiency reports, and conferences
Reading Comprehension	Spring 2016 GRASP scores Common Assessments 2015 & 2016 GMAS (21 students did not pass Reading/ELA in 5 th Grade/ with 35% students below their lexile band)	All students All teachers including PEC and paraprofessionals, and EIP teachers	Grade Level Orientations Title I Parent Nights Newsletters/Email Weekly fluency grades sent home in signed papers/report cards, deficiency reports, and conferences
Social Studies/Science	2015 & 2016 GMAS scores Common Assessments	All classroom teachers All students Title I Teacher and paraprofessional	Grade Level Orientations Newsletters/Email Title I Parent Nights Weekly signed papers w/ social studies and science grades/ report cards, deficiency reports, and conferences

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>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p>	<p>All students</p> <p>All teachers</p>	<p>Increasing math fluency to bolster number sense in our students.</p> <p>Analyze GRASP data and common assessments to identify achievement trends and gaps</p> <p>Utilize data to differentiate math instruction, such as flexible grouping</p> <p>Daily fact practice though research based program, such as rocket math</p> <p>Small group intervention for additional practice</p> <p>Individual goal setting</p>	<p>Certificates from xtramath.com</p> <p>Rocket Math assessments</p> <p>Times fact assessments</p> <p>Weekly assessments</p>	<p>School Leaders Demonstrate: Participation in and support celebrations</p> <p>Teachers Demonstrate: Fluency training during parent nights</p> <p>Students Demonstrate: Fact Fluency</p> <p>Parents Demonstrate: Support with fluency homework</p>	<p>Tracking progress through online xtramath.com</p> <p>Sticker chart for rocket math</p> <p>That's a Fact program</p> <p>Common Assessments/GRASPS/SLO/Benchmarks</p>	<p>60 Additional iPads to utilize within grade levels for online fluency</p> <p>Title I Teacher and Paraprofessional</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>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p>	<p>All Students</p> <p>Teachers</p> <p>Parents</p> <p>EIP</p>	<p>To increase reading comprehension by focusing on fluency and lexile levels.</p> <p>Utilize the Close Reading strategy</p> <p>Self/monitoring through fluency homework based on lexile levels</p> <p>Individual goal setting and incentives</p> <p>Non-fiction passages to support passages in science and social studies</p> <p>Utilize end of quarter formative diagnostic (STAR) to drive instruction</p> <p>Quarterly fluency celebrations</p>	<p>Self monitoring Reading passages based on lexile</p> <p>GRASP screeners</p> <p>STAR results quarterly</p> <p>Fluency graphs</p>	<p>School Leaders Demonstrate: Funding reading A-Z subscription and timers Participate and support celebrations</p> <p>Teachers Demonstrate: Lexile/Fluency training at Literacy Night Fluency practice in all content areas</p> <p>Students Demonstrate: Daily homework Self-monitoring and goal setting</p> <p>Parents Demonstrate: Support with fluency HW</p>	<p>STAR testing each nine weeks to determine Lexile</p> <p>Wall charts</p>	<p>Reading A-Z subscription</p> <p>100 timers</p> <p>Sticky wall charts/graphs</p> <p>Title I Teacher and Paraprofessional</p> <p>Professional Learning Conferences</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>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 2: Creates an academically challenging learning environment</p>	<p>All Students</p> <p>Grade Level Teachers</p>	<p>To increase student science and social studies knowledge across the grade levels.</p> <p>Providing hands on science kits and STEAM Lab materials</p> <p>Technology to support science and social studies Curriculum</p> <p>Continue writing through science and social studies</p> <p>Use of science and social studies trade books</p> <p>Further Staff Development</p>	<p>STEM/STEAM projects</p> <p>Research projects</p> <p>Rubrics for projects</p> <p>Unit Assessments</p> <p>Collaborative Lesson Plans</p>	<p>School Leaders Demonstrate: Provide resources for STEM/STEAM Lab</p> <p>Teachers Demonstrate: Provide hands on experience in STEM/STEAM lab</p> <p>Students Demonstrate: Self-assessment and checklist on projects/student reflection</p> <p>Parents Demonstrate: Support homework and projects</p>	<p>Unit Assessments</p> <p>Project Based Learning</p> <p>Teacher Evaluations</p> <p>Formative Assessments</p> <p>Jones County Benchmarks</p>	<p>STEM/STEAM Lab Resources</p> <p>Chromebooks</p> <p>Staff Development</p> <p>Title I Teacher and Paraprofessional</p> <p>Professional Learning Conferences</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
<i>Number Sense</i>	<i>August 2016-May 2017</i>	<i>Title I/Title II A Jones County BOE Middle Georgia RESA</i>	<i>Stacy Carr Instructional Coach</i>	<i>Lesson Plans Classroom Observations Grade Level Minutes</i>	<i>Collaborative Lesson Plans Common Assessments</i>
<i>Reading Fluency/Lexile</i>	<i>August 2016-May 2017</i>	<i>Title I/Title II A Jones County BOE Middle Georgia RESA</i>	<i>Stacy Carr Instructional Coach</i>	<i>Lesson Plans Classroom Observations Grade Level Minutes</i>	<i>Collaborative Lesson Plans Common Assessments</i>
<i>STEM/STEAM Learning/Training</i>	<i>August 2016-May 2017</i>	<i>Title I/Title II A Jones County BOE Middle Georgia RESA</i>	<i>Stacy Carr Instructional Coach</i>	<i>Lesson Plans Classroom Observations Grade Level Minutes</i>	<i>Collaborative Lesson Plans Common Assessments</i>

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. Yes No (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

Because of careful planning and the monitoring of the district Continuous Improvement Plan (CIP) regarding recruitment measures, Dames Ferry Elementary and Jones County Schools successfully recruit highly qualified, effective teachers. Additionally, equitable placements are carefully monitored and evaluated to ensure that all students have highly qualified, effective teachers with equivalent teaching experience in all classrooms. Implementation of the Teacher Keys Observation System allows the district to intentionally place highly qualified teachers and monitor high quality instruction for all students

All teachers at Dames Ferry are highly qualified according to state and/or federal guidelines.

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>