

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

NAME OF SCHOOL/PRINCIPAL:

Enota Multiple Intelligences Academy / Wesley A. Roach, Principal

NAME OF DISTRICT/SUPERINTENDENT:

Gainesville City School System/ Dr. Wanda Creel, Superintendent

- Comprehensive Support School* *Targeted Support School* *Schoolwide Title 1 School* *Targeted Assistance Title 1 School*
 Non-Title 1 School *Opportunity School*

SIGNATURES:

Superintendent _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

REVISION DATE: June 13, 2016

REVISION DATE:

REVISION DATE:

Enota - 6-8-16

*PLANNING COMMITTEE MEMBERS (SWP 8, 16)

Name	Position/Role	Signature
Wesley Roach	Principal	Wesley Roach
Audrey Thornton	teacher	B. Audrey Thornton
Ashley Dial	teacher	Ashley Dial
Lindsey Gailey	teacher	Lindsey Gailey
Meagan Mann	teacher	Meagan Mann
Denise McConnell	teacher	Denise McConnell
Lauren Burnette	teacher	Lauren Burnette
Jordan Holcombe	teacher	Jordan Holcombe
Kathy Phillips	teacher	Kathy Phillips
Margaret Dowdy	Instructional Coach	Margaret Dowdy
Jennifer Westbrook	AP	Jennifer Westbrook
Meredith Braham	ESOL teacher	Meredith Braham
Mary Susan McNeal	teacher	Mary S. McNeal
Kyle Sanders	media specialist	Kyle Sanders
Carol Ann Ligon	Counselor	Carol Ann Ligon

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: _____

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

The process by which we assessed our needs included multiple sources of data and multiple persons who both helped collect and analyze the data. The sources of data considered during the needs assessment process included:

- Scholastic Reading Inventory (SRI) Lexile growth for students in grades 3 – 5.
- DIBELS reading benchmark growth for students in grades K – 2.
- Aimsweb math benchmark growth for students in grades K – 5.
- iLearn math progress for students in grades K – 5.
- Power School discipline referral report for students in grades K – 5.
- Power School attendance report for students in grades K – 5.
- Power School demographics report for students in grades K – 5.
- GADOE School Climate report.
- Governor's Office of Student Achievement school report
- Georgia Milestones state assessment results (achievement and progress) for students in grades 3 – 5.
- Professional Development Needs Assessment survey results
- GADOE College and Career Readiness Performance Index (CCRPI) report
- Teacher attrition reports

The data was collected by the following persons:

- Shea Ray, district Director of Data and Student Assessment
- Priscilla Collins, district Chief Professional Services Officer
- Wesley Roach, principal
- Jennifer Westbrook, assistant principal
- Margaret Dowdy, instructional coach

We collected the data over the course of the 2015-2016 school year, including final reports at the end of the school year. Our SIP committee attended the school district's 3-day Summer Leadership Summit, which culminated in a data analysis day on June 8, 2016. During the data analysis, the committee reviewed all of the data as it was presented both in hard copy forms as well as on a Power Point presentation. As the data was reviewed, the committee members discussed what the data revealed about the performance of our struggling students in the core content areas of ELA, math, science, and social studies. Furthermore, we considered the achievement of traditionally high-needs student populations, including SWD's, EL's, migrant students, ED's, and minority students. Areas of need were identified and prioritized based on weaknesses revealed in the data. The committee members then brainstormed ideas for strategies and action steps to address the identified areas of need. The SIP team identified five areas that needed focus for our school improvement: 1) attendance, 2) behavior, 3) math, 4) K-2 DIBELS benchmarks, and 5) 3-5 students scoring at the distinguished level in ELA. The data indicates that students are most at risk of failure in the areas of math. This is consistent with district data. During the spring each year the district migrant department conducts a comprehensive needs assessment to determine specific needs of migratory students. At the beginning of each school year the teachers of migrant students are contacted for additional input. Our school is assigned a Migrant Student Support Person who collaborates with school staff to ensure the needs of our migrant students are addressed including individual and small group tutorials.

Prioritized Needs	Data Sources	Participants Involved	Communication to Parents and Stakeholders
<p>We need to reduce the number of students who have excessive (more than 5) absences in a school year.</p>	<ul style="list-style-type: none"> - Power School student attendance report - GADOE CCRPI report 	<p><u>Teachers</u> – Teachers will serve as the “first responders” for student attendance concerns. They will cultivate a relationship with parents through phone calls and other methods of contact. They will document these contacts. The point of the contact will be to show concern for students with absences and to see if there are reasons for the absences that can be addressed/corrected.</p> <p><u>Registrar</u> – The school registrar will produce a monthly report for teachers that summarizes the attendance of their students, making it easier for teachers to monitor students with attendance concerns.</p> <p><u>Counselor</u> – The counselor will follow-up with attendance concerns through parent contacts, home visits, and sending of letters of concern.</p> <p><u>Social Worker</u> – The social worker will work in conjunction with the counselor to contact parents and make home visits for students with attendance concerns.</p> <p><u>Principal</u> – The principal will provide oversight for the implementation of the PBIS incentive program to help encourage good student attendance.</p>	<p>The school district's attendance policy will be communicated in both Spanish and English in the following ways:</p> <ul style="list-style-type: none"> - Student agendas - School website - Beginning of the year open house event <p>Teachers will make contacts with parents of students with attendance concerns. These contacts will be documented in a communication log.</p> <p>Other parent contacts, including home visits, will be conducted by our counselor and the school social worker as needed.</p> <p>Letters of concern will be sent to parents of students with attendance concerns.</p>
<p>We need to reduce the discipline referrals for our African-American students.</p>	<ul style="list-style-type: none"> - Power school student discipline report 	<p><u>Teachers</u> – Teachers will help identify students who would benefit from mentoring and make referrals to our counselor.</p> <p><u>Counselor</u> – The counselor will help recruit and facilitate training for mentors who will</p>	<p>Teachers will establish and communicate behavioral expectations with parents at the beginning of the school year.</p> <p>Teachers will also provide regular communication with parents who have children with behavioral</p>

		<p>work with students with behavior concerns.</p> <p><u>Principal</u> – The principal will provide oversight to the mentoring program. Furthermore, the principal will provide oversight for the PBIS incentive program to help encourage good behavior. The PBIS reports reveal if there are needs for teachers to have training to help them better serve diverse populations.</p>	<p>concerns.</p> <p>The counselor (or designee) will contact the parents of students for whom it is believed the mentoring program would be helpful.</p> <p>Information about our PBIS incentives will be shared with students and parents in the following ways:</p> <ul style="list-style-type: none"> - Beginning-of-the year open house event. - School newsletters - Social media pages - School website <p>Administration will communicate with parents for students who have behavior infractions using written notices as well as phone calls.</p> <p>Teachers will communicate with parents about behavior incentives and concerns using class newsletters and student agendas.</p>
<p>We need to increase the percentage of students who either pass the Milestones math assessment or who show typical/high growth on the Milestones math assessment.</p>	<p>- Georgia Milestones Assessment results</p>	<p><u>Teachers</u> – Teachers will progress monitor their students' growth in math. They will provide differentiated instruction for students, working with them in small groups. They will also provide research-based instruction for all students.</p> <p><u>EIP & ESOL Teachers</u> – Support teachers will meet regularly with grade level teachers to discuss student progress data as well as</p>	<p>For each 9-week grading period the parents will receive a progress report during the middle and a report card at the end. Furthermore, parent contact will be made, including written notices, phone calls, and meetings, for students who have achievement concerns. The student agenda will serve as a</p>

		<p>intervention strategies. They will work with teachers to help facilitate the flex-grouping process required for the most effective differentiation/intervention techniques.</p> <p><u>Instructional Coach</u> – The instructional coach will work with teachers to provide support for them in the use of research-based instructional practices. The instructional coach will support teachers through classroom observations followed by suggestions for improvement. Furthermore, the instructional coach will serve as a resource person to help support teachers' goals for their PLC meetings.</p> <p><u>Principal</u> – The principal will provide oversight for the RTI process, ensuring that students' achievement is being properly assessed and the achievement data is being properly documented and monitored. The principal will conduct classroom observations to ensure that teachers are using research-based instructional practices as well as following the expectations of the prescribed instructional schedule.</p>	<p>daily means of communicating with parents about students' progress. Weekly take-home folders will also provide information to parents regarding their children's progress.</p>
<p>We need to increase the percentage of students in grades K – 2 who reach grade level benchmark in reading as assessed by the DIBELS</p>	<p>- DIBELS end-of-year assessment</p>	<p><u>Teachers</u> – Teachers will progress monitor their students' growth in reading. They will provide differentiated instruction for students, working with them in small groups. They will also provide research-based instruction for all students.</p>	<p>For each 9-week grading period the parents will receive a progress report during the middle and a report card at the end. Furthermore, parent contact will be made, including written notices, phone calls, and</p>

<p>screener.</p>		<p><u>EIP & ESOL Teachers</u> – Support teachers will meet regularly with grade level teachers to discuss student progress data as well as intervention strategies. They will work with teachers to help facilitate the flex-grouping process required for the most effective differentiation/intervention techniques.</p> <p><u>Instructional Coach</u> – The instructional coach will work with teachers to provide support for them in the use of research-based instructional practices. The instructional coach will support teachers through classroom observations followed by suggestions for improvement. Furthermore, the instructional coach will serve as a resource person to help support teachers' goals for their PLC meetings.</p> <p><u>Principal</u> – The principal will provide oversight for the RTI process, ensuring that students' achievement is being properly assessed and the achievement data is being properly documented and monitored. The principal will conduct classroom observations to ensure that teachers are using research-based instructional practices as well as following the expectations of the prescribed instructional schedule.</p>	<p>meetings, for students who have achievement concerns. The student agenda will serve as a daily means of communicating with parents about students' progress. Weekly take-home folders will also provide information to parents regarding their children's progress.</p>
<p>We need to increase the percentage of students in grades 3 – 5 who score at the</p>	<p>- Georgia Milestones Assessment results</p>	<p><u>Teachers</u> – Teachers will progress monitor their students' growth in ELA. They will provide differentiated instruction for students, working with them in small</p>	<p>Parents will receive a progress report during the middle of and a report card at the end of each 9-week grading period.</p>

<p>distinguished level on the Georgia Milestones ELA assessment.</p>		<p>groups. They will also provide research-based instruction for all students.</p> <p><u>EIP & ESOL Teachers</u> – Support teachers will meet regularly with grade level teachers to discuss student progress data as well as intervention strategies. They will work with teachers to help facilitate the flex-grouping process required for the most effective differentiation/intervention techniques.</p> <p><u>Instructional Coach</u> – The instructional coach will work with teachers to provide support for them in the use of research-based instructional practices. The instructional coach will support teachers through classroom observations followed by suggestions for improvement. Furthermore, the instructional coach will serve as a resource person to help support teachers' goals for their PLC meetings.</p> <p><u>Principal</u> – The principal will provide oversight for the RTI process, ensuring that students' achievement is being properly assessed and the achievement data is being properly documented and monitored. The principal will conduct classroom observations to ensure that teachers are using research-based instructional practices as well as following the expectations of the prescribed instructional schedule.</p>	<p>Furthermore, parent contact will be made, including written notices, phone calls, and meetings, for students who have achievement concerns. The student agenda will serve as a daily means of communicating with parents about students' progress. Weekly take-home folders will also provide information to parents regarding their children's progress.</p>
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2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
- Use Effective methods and instructional strategies that are based on scientifically based research that:
 - Strengthen the core academic program in the school
 - Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - Include strategies for meeting the educational needs of historically underserved populations
- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - Counseling, pupil services, and mentoring services;
 - College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - The integration of vocational and technical education programs; and
- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

To ensure that all students have an opportunity to meet the state’s proficient and advanced levels of student academic achievement we engage all students with a **balanced literacy** approach to reading instruction. Our instructional schedule is designed to support the required components of the balanced literacy model. Our balanced literacy instruction includes **exposing all students to above grade level texts** during daily read-alouds, **exposing all students to on grade level texts** during daily shared reading, and giving all students daily practice in **differentiated skill groups** that are based on assessed areas of need.

The differentiated skill groups in which students practice are determined by assessments of students’ reading skills. We follow what we call a “PAR cycle” which lasts for 15 days. For 14 days the students practice in their respective skill groups. On the 15th day an assessment is administered to determine whether the students have mastered the skills associated with their respective groups. Based on that assessment, students are regrouped as necessary. The PAR group is named for the cycle of “practice, assess, and regroup.” This ongoing differentiated skill practice and **progress monitoring** is effective for all learners, including those who are struggling readers.

Our literacy block includes a daily read aloud which exposes all students to above grade level texts. This is especially effective for our lowest readers, who if they only were exposed to texts commensurate to their low reading level would never have an opportunity to practice listening and comprehension of more complex texts. The read aloud component of our reading block is enhanced by the use of **higher DOK questions** for all students which the teachers incorporate with their discussions with students about the text.

The shared reading component of our balanced literacy model exposes all students to on grade level texts. The “shared” quality of this exercise is that students share the reading with the teacher, a group, or a partner in echo reading, choral reading, re-reading, or other ways of repetitive reading. A daily “word study” is included with our balanced literacy model. The **word study** is designed to help familiarize students with roots, prefixes, and suffixes to enhance their understanding of both familiar and new words.

A daily writing component is also included with our literacy block. We have adopted the Lucy Caulkins **Writers Workshop** model which is designed to give one-on-one attention to all students on a regular basis. The teachers provide “next steps” in their feedback to students during conferences to help the students improve their writing. Students work toward completing works of writing that are ready for “publishing”.

The school's daily instructional schedule is designed to support the multi-faceted nature of our balanced literacy model. There are **130 minutes of daily instruction** allocated to literacy instruction.

Our school will also make **online reading resources** available for students. They can access these reading resources on the internet at any time of day, from school or from home. These reading resources offer thousands of titles from which students may choose and from which students are likely to find materials of interest. These online resources also present students with a variety of DOK questions related to the texts.

We have implemented an online math program called iLearn that provides **individualized support** for all students. This program meets the needs of all students, including advanced learners as well as struggling learners. Students are able to work on iLearn during their math practice time at school as well as from home. The iLearn allows students to self-monitor their progress. Additionally, the diagnostic component of iLearn allows differentiated skill practice.

Our students will practice **self-monitoring** techniques to help them be more aware of their own goals as well as their progress toward the realization of those goals. Students will self-monitor their reading Lexiles, their progress on iLearn for math, their attendance, and their behavior.

Our school is implementing Positive Behavior Intervention and Supports. The stated goal of our PBIS implementation is to help ensure that all students have maximal opportunity to achieve their learning goals. Our use of PBIS will include planned incentives for students who meet behavioral expectations. The net result of PBIS implementation will be reduced discipline referrals and a school atmosphere that is more conducive to learning.

We will enlist the support of tier 3 intervention specialists to provide intense reinforcement for struggling students. These intervention specialists will be trained to use research-based strategies that meet the assessed needs of students who are failing to master learning goals because of academic and/or behavioral barriers. The role of the intervention specialists will be to work collaboratively with classroom teachers to assess students' deficiencies and to provide differentiated strategies addressing those deficit areas.

The effectiveness of our instructional program is assessed using school-wide progress monitoring. We will regularly assess what we call “ABC data”. The ABC data refers to attendance, behavior, and classroom success. Each month we will analyze ABC data to ensure that our strategies are effective. In addition to the ABC data, we will also rely on the data of our intervention specialist and instructional paraprofessional to assess the effectiveness of their services.

Research related to balanced literacy:

Frey, B. B., Lee, S. W., Tollefson, N., Pass, L., & Massengill, D. (2005). Balanced literacy in an urban school district. *Journal of Educational Research*, 98(5), 272-280. Doi: 10.3200/JOER.98.5.272-280.

Research related to the use of differentiated instructional strategies:

Anderson, K. M., (2007). Differentiating instruction to include all students. *Preventing School Failure*, 51 (3), 49-54.

Research related to progress monitoring:

Fleischman, S., & Safer, N., (2005). How student progress monitoring improves instruction. *Educational Research* 62(5), 81-83.

Research related to the use of higher DOK questions:

Hess, K. K., Jones, B. S., Carlock, D., & Walkup, J. R. (2009). *Cognitive rigor: Blending the strengths of Bloom's taxonomy and Webb's depth of knowledge to enhance classroom level processes*. Education Resources Information Center (ERIC Publication No. ED517804).

Research related to effective writing instruction:

Jarmer, D., Kozol, M., Nelson, S., & Salsberry, T., (2000). Six-trait writing model improves scores at Jennie Wilson elementary, *Journal of School Improvement* 1 (2), 29-32.

Research related to self-monitoring:

Mooney, P., Ryan, J. B., Uhing, B. M., Reid, R., & Epstein, M. H. (2005). A review of self-management interventions targeting academic outcomes for students with emotional and behavioral disorders. *Journal of Behavioral Education* 14, 203–221.

Vanderbilt, A. (2005). Designed for teachers: How to implement self-monitoring in the classroom. *Beyond Behavior* 15, 21–24.

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

Our District Strategic Improvement Plan’s Initiative P from Goal Area 2 states: “Teachers, case managers, athletic coaches, counselors, school and district level administrators and graduation coaches will monitor attendance, behavior, mastery of the curriculum and pathway completion.” In support of that initiative our school has set the following SMART Goal: We will increase the percentage of students with fewer than 6 absences by 6% (from 54% to 60%).

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		
<p>Family and Community Engagement Standard 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>School Culture Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff</p>	All students	<ul style="list-style-type: none"> a. Implement a communication log for parent contacts b. Monthly attendance report for teachers (teacher-specific) c. Incentive program (monthly, quarterly, end-of-year)PBIS (stomp zone, spirit sticks, incentives) d. Attendance sticker/stamp to affirm perfect attendance each week. e. Include attendance with self-monitoring plan for students. f. Affirm smaller increments of time for perfect attendance (weekly, monthly, etc.) g. Teachers take ownership – relationship with parents; show that “we care.” h. Communicate expectations to parents about attendance requirements. (open house) i. Monthly progress presentation at faculty meeting. (monitor short-term goals) 	<ul style="list-style-type: none"> - ABC data reports - Parent communication logs - Students’ self-monitoring documents - Open house documents for parents 	<p>School Leaders Demonstrate:</p> <p>School leaders will communicate with stakeholders regarding attendance policy, incentives, and monitoring data.</p> <p>School leaders will inspect and support teachers in following the district attendance protocol.</p> <p>School leaders will work with the counselor and the social worker to help support families with attendance goals.</p> <p>Teachers Demonstrate:</p> <p>Teachers will help students in monitoring their attendance.</p> <p>Teachers will communicate with</p>	<p>Teachers will receive monthly attendance reports to monitor their students’ attendance.</p> <p>The counselor and social worker will receive monthly attendance reports.</p> <p>The principal will monitor monthly attendance reports and provide updates at monthly faculty meetings.</p>	

				<p>parents to support the district attendance protocol.</p> <p>Teachers will maintain a parent communication log.</p> <p>Students Demonstrate:</p> <p>Students will self-monitor their attendance.</p>		
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SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Our District Strategic Improvement Plan’s Initiative P from Goal Area 2 states: “Teachers, case managers, athletic coaches, counselors, school and district level administrators and graduation coaches will monitor attendance, behavior, mastery of the curriculum and pathway completion.” In support of that initiative our school has set the following SMART Goal: We will decrease discipline referrals for our African American students by 5% (from 60% to 55%).

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		
<p>School Culture Standard 1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</p> <p>School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community</p> <p>School Culture Standard 4: Supports the personal growth and development of students</p> <p>School Culture</p>	All students	<p>a. Use positive contact with parents. (BT1 post cards)</p> <p>b. Utilize a parent contact log.</p> <p>c. Use Educational Handbook place/time data to adjust environment for students with frequent referrals.</p> <p>d. Strengthen the mentoring program.</p> <p>e. After-school engagement activities in partnership with local business(es). (examples: building, electronics, models, robotics, etc.) – Accomplishes relationship building; STEAM related, mentoring</p> <p>f. Assign jobs around building to give students sense of worth and importance.</p> <p>g. Student role model program; older students assigned to work with younger students;</p> <p>h. Use teachers as mentors in “Teacher Buddy Program” (maybe use social stories)</p> <p>i. Class meetings</p> <p>j. Professional development as needed for staff to know how to more effectively use behavior RTI tiers.</p> <p>k. Include classroom management training with induction teacher program.</p> <p>l. Feature students on morning video announcements for the four R’s (PBIS)</p> <p>m. Mindset training</p> <p>n. Include behavior in the student self-monitoring plan.</p> <p>o. Use PBIS strategies schoolwide</p>	<ul style="list-style-type: none"> - ABC data reports - Parent communication logs - Students’ self-monitoring documents - Mentoring schedules/action plans - Behavioral RTI minutes - PBIS matrix - PBIS signs 	<p>School Leaders Demonstrate: Principal will promote the PBIS implementation across the school. The principal will administer discipline in a fair and equitable fashion to protect the learning environment in the school. The principal will arrange for needed professional development.</p> <p>Teachers Demonstrate: The teachers will implement PBIS principles of classroom management. The teachers will use both positive and negative behavior reinforcements.</p> <p>Students Demonstrate: Students will have an awareness of behavior</p>	<p>The principal will monitor monthly discipline reports and provide updates at monthly faculty meetings.</p>	<ul style="list-style-type: none"> - Professional development for behavior management (\$2000) – State Staff Development Funds

<p>Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff</p>		<p>p. Monthly progress presentation at faculty meeting. (monitor short-term goals)</p>		<p>expectations. Students will follow behavioral guidelines outlined on the school wide PBIS matrix.</p>		
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SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Our District Strategic Improvement Plan’s Initiative N from Goal Area 2 states: “Utilize research-based practices to promote quality mathematics instruction.” In support of that initiative our school has set the following SMART Goal: We will increase the percentage of students who pass the Milestones math assessment by 5% (from 77% to 83%).

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		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 3: Uses common</p>	All students	<p>a. Train teachers for stronger RTI process as it relates to math</p> <p>b. Increase communication between general education teachers and support teachers (may require a regular after-school meeting for each grade level)</p> <p>c. Create and use pre-assessments (begin with the end in mind); an extra half day of collaborative planning per quarter will require substitute teachers to cover classes;</p> <p>d. Math PAR established for K-5 (math practice time)</p> <p>e. Increase math literacy exposure with iLearn and other resources</p> <p>f. Gifted teacher will provide coaching for effective use of the math station time. (remediation AND enrichment)</p> <p>g. Continue iLearn professional development</p> <p>h. Include math with self-monitoring plan for students. (iLearn notebook)</p> <p>i. Use math word walls (keeping them current)& anchor charts</p> <p>j. Use Numbers Talks</p> <p>k. Use academic intervention specialist to support struggling math students</p> <p>l. Monthly progress presentation at faculty meeting. (monitor short-term goals)</p>	<ul style="list-style-type: none"> - Students iLearn journals - iLearn data reports - Aimsweb data reports - Tier 3 service schedule - Schoolwide data spreadsheet 	<p>School Leaders Demonstrate: The principal will ensure the instructional schedule supports the learning needs of all students for math.</p> <p>The principal will arrange for needed professional development.</p> <p>Teachers Demonstrate: Teachers will differentiate for small group math practice.</p> <p>Teachers will provide students’ access to the iLearn program.</p> <p>Students Demonstrate: Students will be attentive and complete assignments.</p> <p>Students will practice with iLearn.</p>	<p>Teachers will monitor students’ progress in math using the iLearn reports.</p> <p>The instructional coach will monitor iLearn reports and Aimsweb reports.</p> <p>The principal will monitor monthly iLearn reports and provide updates at monthly faculty meetings.</p> <p>Teachers will house student performance data on a shared spreadsheet for Aimsweb and iLearn.</p>	<ul style="list-style-type: none"> - Substitute teachers for collaborative planning days (\$6300) – Title 1 - iLearn (\$5000) – Title 1 - iLearn professional development (\$2000) – Title 1 - Instructional Paraprofessional (\$32,508 x 4) – Title 1 - Academic intervention specialist (\$76,991) – Title 1 - Chromebooks & accessories for iLearn (\$5238) – Title 1

assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices

Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards

Instruction Standard 4: Uses research-based instructional practices that positively impact student learning

Instruction Standard 5: Differentiates instruction to meet specific learning needs of students

Instruction Standard 8: Establishes a learning environment that empowers

students to actively monitor their own progress						
Instruction Standard 9: Provides timely, systematic, data-driven interventions						

SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Our District Strategic Improvement Plan’s Initiative M from Goal Area 2 states: “Utilize research-based strategies to promote literacy.” In support of that initiative our school has set the following SMART Goal: We will increase the percentage of students who reach benchmark on DIBELS for K-2 students by 5% (from 62% to 67%).

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		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 3: Uses common</p>	All students	<p>a. Professional development for teachers to know how to effectively read the DIBELS data (provided in-house)</p> <p>b. Further training and use of the Striving Reader literacy model with using the correct interventions that properly correspond with data (choral reading, echo reading; differentiated group management, word study, etc.) (provided in-house)</p> <p>c. Literacy station work consistent with best practices</p> <p>d. Provide peer focused observation opportunities for teachers</p> <p>e. Schedule the PAR cycles for the year. (PAR cycles will be 16-day cycles.)</p> <p>f. Train teachers for stronger RTI interventions for literacy (Tier 2+)</p> <p>g. Monthly progress presentation at faculty meeting. (monitor short-term goals)</p> <p>h. Use intervention specialist to provide extra help for struggling students during station time practice.</p> <p>i. Include reading with self-monitoring plan for students.</p> <p>j. Monthly progress presentation at faculty meeting. (monitor short-term goals)</p> <p>k. Purchase more of the Striving Readers texts to be used with the balanced literacy instruction for all learners.</p>	<ul style="list-style-type: none"> - RI data reports - DIBELS data reports - Tier 3 service schedule - Schoolwide data spreadsheet - Striving Readers texts 	<p>School Leaders Demonstrate: The principal will ensure the instructional schedule supports the learning needs of all students for balanced literacy.</p> <p>The principal will arrange for needed professional development.</p> <p>Teachers Demonstrate: Teachers will differentiate for small group reading practice.</p> <p>Teachers will use the Striving Readers model for balanced literacy.</p> <p>Students Demonstrate: Students will be attentive and complete assignments.</p> <p>Students will practice in literacy skill groups.</p>	<p>Teachers will monitor students’ progress in reading using the RI Lexile reports for 1st & 2nd grade and DIBELS for kindergarten.</p> <p>Teachers will also monitor students’ progress using the Striving Readers assessments.</p> <p>The instructional coach will monitor RI Lexile reports, DIBELS reports, and Striving Readers assessment reports.</p> <p>The principal will monitor monthly RI reports, DIBELS reports, and Striving Readers assessment reports, and provide updates at monthly faculty meetings.</p>	<ul style="list-style-type: none"> - Striving Readers texts for K-2 (\$1500) – Title 1

<p>assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <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</p>					<p>Teachers will house student performance data on a shared spreadsheet for RI, DIBELS, and Striving Readers assessments.</p>	
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students to actively monitor their own progress						
Instruction Standard 9: Provides timely, systematic, data-driven interventions						

SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Our District Strategic Improvement Plan’s Initiative M from Goal Area 2 states: “Utilize research-based strategies to promote literacy.” In support of that initiative our school has set the following SMART Goal: We will increase the percentage of students in grades 3-5 who score at the distinguished level in ELA by 2% (from 4% to 6%).

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		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 3: Uses common</p>	All students	<p>a. Teachers read data to know who their 3’s are, and domain areas. This will be in LDS. Provide time for this (pre-planning, RTI meetings, may be times to do this).</p> <p>b. Use Ms. Romberg for enrichment coaching</p> <p>c. Use state writing rubrics</p> <p>d. Further training and use of the Striving Reader literacy model with using the correct interventions that properly correspond with data (choral reading, echo reading; differentiated group management, word study, etc.)</p> <p>e. Literacy station work consistent with best practices</p> <p>f. Provide peer focused observation opportunities for teachers</p> <p>g. Schedule the PAR cycles for the year. (PAR cycles will be 16-day cycles.)</p> <p>h. Train teachers for stronger RTI interventions for literacy (Tier 2+)</p> <p>i. Use intervention specialist to provide extra help for struggling students during station time practice.</p> <p>j. Include reading with self-monitoring plan for students.</p> <p>k. Monthly progress presentation at faculty meeting. (monitor short-term goals)</p> <p>l. Purchase more of the Striving Readers texts to be used with the balanced literacy instruction for all learners.</p>	<ul style="list-style-type: none"> - RI data reports - Tier 3 service schedule - Schoolwide data spreadsheet - Striving Readers texts 	<p>School Leaders Demonstrate: The principal will ensure the instructional schedule supports the learning needs of all students for balanced literacy.</p> <p>The principal will arrange for needed professional development.</p> <p>Teachers Demonstrate: Teachers will differentiate for small group reading practice.</p> <p>Teachers will use the Striving Readers model for balanced literacy.</p> <p>Students Demonstrate: Students will be attentive and complete assignments.</p> <p>Students will practice in literacy skill groups.</p>	<p>Teachers will monitor students’ progress in reading using the RI Lexile reports.</p> <p>Teachers will also monitor students’ progress using the Striving Readers assessments.</p> <p>The instructional coach will monitor RI Lexile reports and Striving Readers assessment reports.</p> <p>The principal will monitor monthly RI reports and Striving Readers assessment reports., and provide updates at monthly faculty meetings.</p> <p>Teachers will house student performance data on a shared</p>	<ul style="list-style-type: none"> - Striving Readers texts for 3-5 (\$1500) – Title 1

<p>assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <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</p>		<p>m. Use intervention specialist to provide extra help for struggling students during station time practice.</p> <p>n. Plan for high level DOK questions</p>			<p>spreadsheet for RI, and Striving Readers assessments.</p>	
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students to actively monitor their own progress						
Instruction Standard 9: Provides timely, systematic, data-driven interventions						

3. Instruction by highly qualified professional staff

All of our teachers meet highly qualified criteria.

4. In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Professional development for staff to know how to more effectively use behavior RTI tiers. (PBIS) (locally funded) Professional development for behavior management (\$2000) (state staff development funded)
Continue iLearn professional development iLearn professional development (\$2000) (Title 1 funded)
Professional development for teachers to know how to effectively read the DIBELS data. DIBELS professional development (conducted in-house)
Further training and use of the Striving Reader literacy model with using the correct interventions that properly correspond with data (choral reading, echo reading; differentiated group management, word study, etc.) Striving Readers PL (conducted in-house)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We solicit quality teacher candidates in the following ways:

- Attending teacher job fairs at local colleges/universities.
- Using the state's Teach Georgia website.
- Posting open positions on our district's website.
- Using an online application on our district's website for teacher candidates.
- Using a thorough vetting process for teacher applicants, including a paper screen and interview rubrics.
- Paying a competitive local salary supplement.
- Supporting new teachers through an orientation and induction program.
- Promoting positive aspects of our school on our website and our social media sites.

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) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Continue iLearn professional development	Aug. 2016 – Feb. 2017	\$2000 – Title 1	Assistant Principal will work with iLearn trainer.	iLearn data reports will be monitored to ensure teachers’ effective use of iLearn.	iLearn Data Reports Aimsweb Data Reports Classroom Observations
Professional development for teachers to know how to effectively read the DIBELS data.	Aug. 2016 – Feb. 2017	Conducted in-house	Instructional Coach	Principal and instructional coach will monitor teachers’ use of DIBELS.	DIBELS Data Reports Classroom Observations
Further training and use of the Striving Reader literacy model with using the correct interventions that properly correspond with data (choral reading, echo reading; differentiated group management, word study, etc.)	Aug. 2016 – Feb. 2017	Conducted in-house	Instructional Coach	Principal and instructional coach will monitor teachers’ implementation of the Striving Readers model of balanced literacy.	Lesson Plans Classroom Observations

Highly Qualified Staff (SWP 3,5)

All courses are taught by highly qualified staff. yes (Yes or No) If no, explain

List efforts to recruit highly qualified teachers to your school.

We solicit quality teacher candidates in the following ways:

- Attending teacher job fairs at local colleges/universities.
- Using the state's Teach Georgia website.
- Posting open positions on our district's website.
- Using an online application on our district's website for teacher candidates.
- Using a thorough vetting process for teacher applicants, including a paper screen and interview rubrics.
- Paying a competitive local salary supplement.
- Supporting new teachers through an orientation and induction program.
- Promoting positive aspects of our school on our website and our social media sites.

We seek to cultivate a work environment that is rewarding and enjoyable for teachers in the following ways:

- We have a supportive PTA that provides appreciation gestures for teachers.
- We have a time each month during faculty meeting for teachers to be commended for their work.
- The school provides appreciation gifts for teachers each year.
- We promote a sense of "Enota family" with our staff through genuine caring/concern for others.

Parent Engagement and Communication

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
 - Parent Involvement Coordinator – The parent involvement coordinator works with parents to set up conferences, provide training, and provide learning resources. She also helps to coordinate school-wide parent events, such as curriculum night or Parent University.
 - Parent Resource Center – The parent resource center houses materials available to our parents for checkout. This also is a place where parents can receive training or information to help them better support their children in reaching their learning goals.
 - Parent University – Parent University is a series of sessions designed to provide parents with information related to what their students are learning in school. These meetings are led by school leaders and grade level teachers. In addition to learning how to better support their children in reaching their learning goals, parents also learn important information about the school.

7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
 - Prospective Kindergarten Parent Reception & Kindergarten Screenings – In January or February we invite parents of rising kindergarten students to visit our school for a reception. At the reception we will share reasons with the parents why we believe our school would be a great place for their children to attend school. We also provide tours of the school and give the parents opportunities to ask questions. Then, in March or early April we hold a screening for the children who have registered for our kindergarten. At the screening we assess the readiness levels of the rising kindergarten students and use that information to help us ensure the most effective roster placement for them. Our kindergarten teachers help with this screening process.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Parent Involvement Coordinator schedules trainings for parents and maintains our Parent Resource Center.	Aug. 2016 – May 2017	Parent Involvement Coordinator is funded by local funds. (\$25,000) Parent involvement materials are funded by Title 1 (\$300) Training costs are funded by local funds. Parent Involvement	Parent Involvement Coordinator		Parent Resource Center use log

		Coordinator Conference funded by Title 1 (\$400)			
Parent University	September 2016 November 2016 January 2017 March 2017	\$4000 funded by Title 1	Principal will coordinate		Parent sign-in sheets Syllabi (agenda)
Prospective Kindergarten Parent Reception & Screening	February 2017 March 2017	\$400 for books and refreshments funded with local funds.	Assistant Principal will coordinate		Sign-in sheets Agenda Screening assessments

STUDENT ASSESSMENT DATA

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Our teachers participate with distributed leadership and decision making. Teachers all are represented on the school leadership team which meets monthly and helps provide input to the administration for decision making.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Students who need additional help are served in the following ways:
 - Pullout service for smaller classes and more intense help is provided on a daily basis for both math and ELA. This pullout support does not occur during core instruction.
 - Intervention strategies are provided for students on a regular basis by academic intervention specialist and instructional paraprofessionals.
 - After-school tutoring is provided with the Boys & Girls Club.

10. 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.
 - Our 5th graders participate with a healthy lifestyle choices program called ADVANCE that focuses on the effects of drugs, alcohol, and gangs.
 - All of our students participate with a career awareness program.
 - Our cafeteria complies with federal guidelines for nutrition.
 - Our Parent University is designed to equip adults with knowledge and skills to help them better support their children.

11. Description of how individual student assessment results and interpretation will be provided to parents.
 - Report cards are issued at the end of each 9-week grading period.
 - Progress reports are issued halfway through each 9-week grading period.
 - The issuance dates for report cards and progress reports are published on the school calendar which is in the student agenda which each student receives.
 - State assessment results for individual students are provided to parents with explanations in both Spanish and English.
 - Individual student state assessment reports are explained to parents at Parent University.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
 - Monthly data reports are shared at faculty meetings that include attendance, behavior, and classroom success.
 - Annual data analysis sessions are held with the school leadership team in the SIP process.
 - Annual presentation of performance data is made to the School Governance Council, the PTA, the faculty, and parents.
 - Disaggregated school performance data is included in the teacher handbook.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
 - Multiple sources of data are reviewed and reconciled.
 - Data sources from in-house are used as well as state-provided data.
 - We use program called USHA to help review student record data submitted to the state.

14. Provisions for public reporting of disaggregated data.
 - Data is provided to parents at Parent University.
 - Data is provided to parents in the annual Student-Parent-School Compact.
 - Performance data is published in the newspaper.

DEVELOPMENT OF PLAN

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
 - The SIP is prepared based on needs assessed by an analysis of multiple sources of data.
 - The SIP is reviewed through the course of the school year to ensure effective progress toward achieving the goals.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including parents, students (if secondary), teachers, principals, other school staff, and pupil personnel.
 - Performance data is presented on a regular and ongoing basis through the school year to faculty and parents, including the school governance council, the PTA, the school leadership team, the school faculty, and parents at Parent University. Input is solicited from each of these groups.
17. Plan available to the LEA, parents, and the public.
 - The SIP is made available on the school website, the school office, and upon request.
18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
 - The SIP is translated into Spanish.
19. Plan is subject to the school improvement provisions of Section 1116.
 - yes