



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

NAME OF SCHOOL/PRINCIPAL:

Irwin County Elementary School/ Mrs. Holly Tucker

NAME OF DISTRICT/SUPERINTENDENT:

Irwin County Schools
Dr. Thad Clayton, Superintendent
210 N. Apple Street, PO Box 225
Ocilla, GA 31774

- 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
Holly Tucker	Principal	
Randy Reeves	Assistant Principal	
Rachel Pace	Assistant Principal	
Jessica Sirmans	Title I Director	
Pam Ray	Lead Teacher	
Kristie Clark	Parent	
Arlinda Murrell	Parent	
Stephanie Hudson	Parent	
Tammy Sellers	RTI Coordinator	
Aubry Haire	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)

2016 College and Career Ready Performance Index (CCRPI)

District: Irwin County - 677
 School: All Schools - ALL
 Title I Schools: NA
 Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Choose a Report Type: System | **Elementary School** | Middle School | High School

CCRPI Score | Achievement | Progress | Achievement Gap | EDLISWD Performance | Exceeding the Bar | Performance Flags | Financial Efficiency | School Climate

CCRPI Score

CCRPI Score						
68.6						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			EDLISWD Performance Points	Exceeding the Bar Points		
27.1	34	5	2.5	0	★★★	NA

Legend:
 Achievement: Utilizes All Indicators
 Progress: Utilizes Student Growth Percentiles (SGPs)
 Achievement Gap: Utilizes Lowest Quartile Scale Scores
 Challenge Points: EDLISWD Performance Points + Exceeding the Bar Points (not to exceed 10 points)
 N: No
 Y: Yes
 0: 0% of students met the indicator criteria
 NA: Indicator is not applicable OR data are not available
 Too Few: Information is not reported on student groups with fewer than 15

2016 College and Career Ready Performance Index (CCRPI)

District: Irwin County - 677 Title Schools: No
 School: All Schools - ALL Grading: PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Choose a Report Type: System Elementary School Middle School High School

CCRPI Score Achievement Progress Achievement Gap EDIEL/SWD Performance Exceeding the Bar Performance Flags Financial Efficiency School Climate

Achievement

Elementary School Indicators		Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)	100	46.980	NA	10	4.089
	2 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 90%)	100	69.895	NA	10	6.989
	3 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate >= 95%)	100	53.141	NA	10	5.314
	4 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate >= 95%)	100	48.091	NA	10	4.809
Total Points					40	21.872
Category Performance %						.547
Category Weight						40%
Weighted Performance						.2188

Elementary School Indicators		Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST ELEMENTARY SCHOOL READINESS	5 Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	91.3	Too Few Students	Too Few Students	Too Few Students	Too Few Students
	6 Percent of Students With Disabilities served in general education environments at least 60% of the school day	65	65.256	100	10	10
	7 Percent of students in grade 3 achieving a Level 3 measure equal to or greater than 850 on the Georgia Milestones ELA EOG	100	36.364		10	3.636
	8 Percent of students in grade 5 achieving a Level 3 measure equal to or greater than 850 on the Georgia Milestones ELA EOG	100	55.638		10	5.564
	9 Percent of students in grades 1-5 completing the identified number of grade-specific career awareness lessons aligned to Georgia's 17 Career Clusters	100	100.000		10	10
	10 Percent of students missing fewer than 6 days of school	68.3	59.863	87.647	10	8.765
Total Points					50	37.965
Category Performance %						.759
Category Weight						30%
Weighted Performance						.2277

Elementary School Indicators		Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
PREDICTOR FOR HIGH SCHOOL GRADUATION	11 Percent of students' assessments scoring at Proficient or Distinguished Learner in Georgia Milestones EOGs	100	31.741		10	3.174
	Total Points					10
Category Performance %						.317
Category Weight						30%
Weighted Performance						.0951

Content Mastery Weighted Performance						.2188
Post High School Readiness Weighted Performance						.2277
Graduation Rate Weighted Performance						.0951
Sum of Weighted Performances						.542750
Total Achievement Points Earned						27.1

2016 College and Career Ready Performance Index (CCRPI)

District: Irwin County - 677
 School: All Schools - ALL

Choose a Report Type: System **Elementary School** Middle School High School

CCRPI Score Achievement Progress **Achievement Gap** EDU/SSWD Performance Exceeding the Bar Performance Flags Financial Efficiency School Climate

Progress

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
English Language Arts	133	242
Mathematics	178	242
Science	164	242
Social Studies	165	242
Total	630	968
Percent Meeting Typical/High Growth		.65083
Benchmark		76.0%
Adjusted Percent Meeting Typical/High Growth		.84955
Weighted Performance		(.84955)*40
Progress Points Earned		34.0

Division of School and District Effectiveness | School Improvement PLAN

2016 College and Career Ready Performance Index (CCRPI)

County: Irwin County - 677 | Title I Schools: NA
 School: All Schools - ALL | Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Choose a Report Type: System | **Elementary School** | Middle School | High School

CCRPI Score | Achievement | Progress | Achievement Gap | **EDL/SLWD Performance** | Exceeding the Bar | Performance Flags | Financial Efficiency | School Climate

Achievement Gap

Elementary School Content Area Assessments	Gap Size	Gap Progress	Higher of Gap Size/Gap Progress	Points Possible
EOG English Language Arts	0	1	1	3
EOG Mathematics	1	2	2	3
EOG Science	0	2	2	3
EOG Social Studies	0	1	1	3
Total			6	12
Percent of Higher of Gap Size/Gap Progress			.5	
Weighted Performance			1.01*10	
Achievement Gap Points Earned			5	

College and Career Ready Performance Index (CCRPI)
 Richard Woods
 Georgia's School Superintendent

2016 College and Career Ready Performance Index (CCRPI)

District: Irwin County - 677
 School: All Schools - ALL

Choose a Report Type: System | Elementary School | Middle School | High School

CCRPI Score | Achievement | Progress | Achievement Gap | ED/EL/SWD Performance | Exceeding the Bar | Performance Flags | Financial Efficiency | School Climate

ED/EL/SWD Performance Points

Test Scores for FAY Students	Test Scores for ED/EL/SWD FAY Students	% Test Scores for ED/EL/SWD FAY Students	Maximum Points	Potential Points
1528	1528	1	10	10
Flag Count for ED/EL/SWD	Flag Count for ED/EL/SWD Meeting Subgroup Performance Target	% Flag Count for ED/EL/SWD Meeting Subgroup Performance Target		
8	8	25		
ED/EL/SWD Performance Points Earned				2.5

2016 College and Career Ready Performance Index (CCRPI)

District: Irwin County - 677
 School: All Schools - ALL

Choose a Report Type: System | Elementary School | Middle School | High School

CCRPI Score | Achievement | Progress | Achievement Gap | ED/EL/SWD Performance | Exceeding the Bar | Performance Flags | Financial Efficiency | School Climate

Performance

Legend:

- Subgroup met both State and Subgroup Performance Targets
- Subgroup met Subgroup but not State Performance Target
- Subgroup met State but not Subgroup Performance Target
- Subgroup did not meet either the State or Subgroup Performance Targets
- Not Applicable
- Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target
- Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target
- Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target
- Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	End of State			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA
Black	P	P-GG	P	P
Hispanic	P	P	P	P
Multi-Racial	NA	NA	NA	NA
White	P	P-SE	P-S	P
Economically Disadvantaged	P	P	P-GG	P
English Learners	NA	NA	NA	NA
Students With Disability	P	P	P	P

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase differentiation and rigor of reading instruction.	CCRPI Report 2015 and 2016 GA Milestones 2015 and 2016 STAR TKES	Principal Leadership Team Teachers Parents	GA DOE- CCRPI Reports School Website Report Cards Teacher/Parent Conferences Call Out System School Facebook Page 100% contact by teachers with parents each nine week period School Council Parent Involvement events On-going communication with parents from August 2017- May 2018
Implement strategies in all grade levels to improve vocabulary levels.	CCRPI Report 2015 and 2016 GA Milestones 2015 and 2016 STAR		
Incorporate Social Studies content when possible during reading instruction.	CCRPI Report 2015 and 2016 GA Milestones 2015 and 2016		

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

Increase the percentage of **all** students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG Assessment from 46% to 56% by the end of the 2017-18 school year.

(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		

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>#1 Addresses appropriate curriculum standards and facilitates higher-order thinking skills.</p> <p>#2- Analyzes and uses student data to inform planning.</p> <p>#3- Students are actively engaged in the lessons and incorporates a variety of instructional strategies.</p> <p>#6- Plans for utilizes a variety of assessments.</p> <p>#8- Communicates high, but reasonable expectations for students.</p>	All	<ul style="list-style-type: none"> Ensure all ELA teachers have a variety of resources to utilize in reaching the needs of all their students. (Journeys, TPT, DOL, variety of novels, technology supports, promethean boards) Utilize technology software to supplement instruction in reading. (Moby Max, Study Island, Starfall, ABCya) Purchase Instructional Materials and Supplies (pens, pencils, copy paper) Purchase Technology Supplies to support students (toner, ink cartridges, batteries, interactive boards, laptops) Utilize Extended Day Tutoring Utilize “during school tutoring” from retired teachers Utilize Flex Time/Intervention time daily in all grade levels Implement 2 Pullout teachers to assist with struggling readers PD in needed areas (SLDS, RTI, differentiation, data analysis and usage) 	<p>Lesson Plans, Observations, Data Notebooks, Sign-In sheets, Agendas for PD</p> <p>Print outs of software usage</p>	<p>School Leaders Demonstrate: Feedback to teachers in TKES portal as well as informal feedback</p> <p>Teachers Demonstrate: Clear Learning Goals for their students and a variety of strategies to accomplish the goals. Evidence of data analysis and usage from data notebook.</p> <p>Students Demonstrate: Ability to work independently or cooperatively in order to master the content presented at or above standards on the GA Milestones. Ask questions when material is unclear.</p> <p>Parents Demonstrate: Support of teachers as they instruction their children. Ensure children attend school every possible day.</p>	<p>Principal and AP:</p> <ul style="list-style-type: none"> Formal and informal observations and focus walks Leadership Meetings Grade Level Meetings Data Team Meetings PD <p>Teachers:</p> <ul style="list-style-type: none"> Lesson Plans Observations Grade level meetings TKES <p>Title I Director:</p> <ul style="list-style-type: none"> Provides guidance and oversees Title I cross-functional monitoring of programs Technical School visits Professional Development Planning and Budget Analysis 	<p>General Budget: Journeys DOL TPT Moby Max Study Island Starfall ABCya</p> <p>Title I Extended Day Tutors During School Day Tutors Technology support supplies for students</p>

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

Increase the percentage of **all 3rd grade students** achieving a Lexile measure equal to or greater than 650 from 36% to 46% on the 2017-2018 Georgia Milestones ELA Assessment and the percentage of **all 5th grade students** achieving a Lexile measure equal to or greater than 850 from 55% to 62% by the end of the 2017-2018 school year.

(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		

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>#3- Students are actively engaged in the lessons and the teacher builds upon the students' existing knowledge and skills.</p> <p>#8- Teachers encourage students to explore new ideas and to take academic risks. Materials presented are appropriately challenging and relevant.</p> <p>#10- Teacher uses precise language as well as correct vocabulary and grammar.</p>	<p>All students but only 3rd and 5th will be measured for reaching this goal.</p>	<ul style="list-style-type: none"> Dibels and STAR Universal Screeners for all students 3 times per year. Flex/Intervention Time scheduled daily for remediation as needed. Increased Vocabulary Instruction in all grade levels. Utilize the computer lab for class-wide software usage. Utilize laptops for class-wide software usage. Extended Day Tutoring During School Day Tutoring Cloze Reading Strategies incorporated 	<p>Dibels Scores</p> <p>STAR results</p> <p>Data room postings</p> <p>Data Notebooks</p> <p>Lesson Plans</p> <p>Observations</p>	<p>School Leaders Demonstrate: Knowledge of student progress on Universal screeners. The assurance that Flex time is being used properly.</p> <p>Teachers Demonstrate: Consistent implementation of screeners as well as interventions during Flex time. Increased vocabulary instruction Implement Cloze reading</p> <p>Students Demonstrate: Consistent increases in their Lexile Scores.</p> <p>Parents Demonstrate: Continual support for the teachers and their children. Read with their children at home and point out interesting and new vocabulary words. Make sure their child attends school everyday possible.</p>	<p>I-steep charts and graphs of Dibels Progress</p> <p>Data Room Charts</p> <p>Informal/formal observations during Flex time</p> <p>Software usage reports</p>	<p>Title I \$\$ as well as state and local funds</p>

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

Increase the percentage of all students' assessments scoring at Proficient or Distinguished Learner on the Georgia Milestones EOG from 31% to 40% by the end of the 2017-2018 school year.

(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		

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>#1 Addresses appropriate curriculum standards and facilitates higher-order thinking skills.</p> <p>#2- Analyzes and uses student data to inform planning.</p> <p>#3- Students are actively engaged in the lessons and incorporates a variety of instructional strategies.</p> <p>#6- Plans for utilizes a variety of assessments.</p> <p>#8- Communicates high, but reasonable expectations for students.</p>	All	<ul style="list-style-type: none"> Ensure all teachers have a variety of resources to utilize in reaching the needs of all their students. Utilize technology software to supplement instruction. (Moby Max, Study Island, Starfall, ABCya) Purchase Instructional Materials and Supplies (pens, pencils, copy paper) Purchase Technology Supplies to support students (toner, ink cartridges, batteries, interactive boards, laptops) Utilize Extended Day Tutoring Utilize “during school tutoring” from retired teachers Utilize Flex Time/Intervention time daily in all grade levels Implement 2 Pullout teachers to assist with struggling readers PD in needed areas (SLDS, RTI, differentiation, data analysis and usage) Formation of PLC’s 	<p>Lesson Plans, Observations, Data Notebooks, Sign-In sheets, Agendas for PD</p> <p>Print outs of software usage</p> <p>PLC Agendas and sign-in sheets</p>	<p>School Leaders Demonstrate: Feedback to teachers in TKES portal as well as informal feedback Knowledge of PLC’s and PD activity</p> <p>Teachers Demonstrate: Clear Learning Goals for their students and a variety of strategies to accomplish the goals. Evidence of data analysis and usage from data notebook.</p> <p>Students Demonstrate: Ability to work independently or cooperatively in order to master the content presented at or above standards on the GA Milestones.</p> <p>Parents Demonstrate: Continual support of the teachers and school system. Homework and study support for their children at home. Ensure students are at school every possible day.</p>	<p>Principal and AP:</p> <ul style="list-style-type: none"> Formal and informal observations and focus walks Leadership Meetings Grade Level Meetings Data Team Meetings PD <p>Teachers:</p> <ul style="list-style-type: none"> Lesson Plans Observations Grade level meetings TKES <p>Title I Director:</p> <ul style="list-style-type: none"> Provides guidance and oversees Title I cross-functional monitoring of programs Technical School visits Professional Development Planning and Budget Analysis 	Title I \$\$ as well as state and local funds

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
<p>Goal #1 Plan SLDS Professional Development Training and follow up</p>	<p>August 2017 During pre-planning</p>	<p>Free</p>	<p>Randy Reeves has secured someone from Resa to present the PD</p>	<p>Monthly check of SLDS usage report for each teacher.</p>	<p>Lesson plans reflect the implementation of strategies found on SLDS. ELA Benchmark data</p>
<p>Goal #2 Plan Cloze Reading Professional Development training and follow up</p>	<p>October 2017 In-Service Day</p>	<p>Free</p>	<p>Randy Reeves and Holly Tucker will have someone from RESA to present PD</p>	<p>Periodic check of lessons to ensure Cloze reading is planned for as well as focus walks by administrators</p>	<p>Lesson plans reflect the implementation of Cloze reading STAR Lexile levels are continually increasing</p>
<p>Goal #3 Plan Academically challenging/differentiation on-going professional development</p>	<p>September 2017- April 2017 Various Faculty meetings or Grade level meetings</p>	<p>Free</p>	<p>Holly Tucker Randy Reeves Rachel Pace Tammy Sellers</p>	<p>Formal as well as informal focus walks and observations Periodic check of lesson plans</p>	<p>Lesson plans reflect academically challenging activities as well as differentiation Continual increase in student performance on universal screeners</p>

Highly Qualified Staff

(SWP 3, 5)

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

List efforts to recruit highly qualified teachers to your school.

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>