



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

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|---|--|---|
| NAME OF SCHOOL/PRINCIPAL: Woodbine Elementary School/Maura Fegel | | |
| NAME OF DISTRICT/SUPERINTENDENT: Camden County Schools/Dr. Will Hardin Revised 8-11-16 Adopted 8-30-16 | | |
| <input type="checkbox"/> Comprehensive Support School | <input type="checkbox"/> Targeted Support School | <input checked="" type="checkbox"/> Schoolwide Title 1 School |
| <input type="checkbox"/> Targeted Assistance Title 1 School | <input type="checkbox"/> Non-Title 1 School | <input type="checkbox"/> Opportunity School |

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 |
|---------------------|---------------------------------|-----------|
| Maura Fegel | Principal | On file |
| Crystal Bunkley | TLS | |
| Dr. Leigh Dougherty | Title I Intervention Specialist | |
| Daydra Roberts | Guidance Counselor & Parent | |
| Melodie Peeples | Media Specialist & Parent | |
| Meghan Rentz | Teacher & Parent | |
| Erin Yackel | Teacher & Parent | |
| Willette Glover | Teacher & Parent | |
| Melany Corsi | Teacher & Parent | |
| Ruth Ann Martin | Teacher & Parent | |
| Valarie Bonner | Teacher & Parent | |
| Tamara Fry | Teacher & Parent | |
| Tamika Somerset | Parent | |

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____ N/A _____.

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

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) (TA 2, 3, 5)

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
|---|---|--|---|
| <p>ELA-Writing: Action Plan Goal: To increase ELA GMAS performance at the proficient learner level or above from 38% to 41%.</p> | <p>EOG RI/MI Reports Writing Assesslets</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-Progress Letter -School Website -Title I Stakeholder & Annual meetings -School Council -Monthly Calendar Newsletter</p> |
| <p>Math: Action Plan Goal: To increase Mathematics GMAS performance at the proficient learner level or above from 53% to 56%.</p> | <p>EOG RI/MI</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-Progress Letter -School Website -Title I Stakeholder & Annual meetings -School Council -Monthly Calendar Newsletter</p> |
| <p>Attendance: Action Plan Goal: To increase the percentage of students missing less than 5 days from 53% to 56% on the 2017 CCRPI performance index.</p> | <p>PowerSchool 20 day reports</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-www.camden.k12.ga.us -Title I Stakeholder & Annual meetings -School Council -Monthly Calendar Newsletter -Parent Education Materials</p> |

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

(SWP 2, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|--|---|---|--|--|--|---|
| | | | Artifacts | Evidence | | |
| Select standards from the following link: Curriculum Standard 1, Assessment Standard 2, Assessment Standard 3, Assessment Standard 4, Assessment Standard 5 | All | Strategies Administer Georgia Assessment Center assesslets three times yearly and provide professional learning on data analysis and scoring. Grade level flexible grouping for remediation and extension in homeroom and learning lab Additional instruction via contract services in English Language Arts based on data analysis Daily common planning and professional learning for data analysis to produce shared lesson plans Professional Learning Communities: Lucy Calkins Units of Writing Instruction, Improving School Climate, Vertical Articulation of Mathematics Vocabulary and Manipulative Models, Using Technology to Enhance Instruction and Assessment, Supporting Achievement of Gifted Learners, & Improving School Attendance | Master Schedule Teacher schedules, Lesson plans | School Leaders Demonstrate: N/A Teachers Demonstrate: Students Demonstrate: Parents Demonstrate: | -Assesslet administration schedule - RI/MI Reports, Writing Assesslet Reports & Easy CBM Reports Professional Learning Community Collaborative Planning Form | Title I Funds Title I Intervention Teacher Contract Services Assesslets admin/scoring School PL Funds |

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

(SWP 2, 3, 5, 6, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of SWP 2, 7, 9, 10 or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|---|---|--|--|--|---|--|
| | | | Artifacts | Evidence | | |
| Curriculum Standard 1, Assessment Standard 2, Assessment Standard 3, Assessment Standard 4, Assessment Standard 5 | All | <p>Strategies</p> <p>Grade level flexible grouping for remediation and extension in homeroom and learning lab.</p> <p>Additional instruction via contract services in mathematics based on data analysis</p> <p>Daily common planning and professional learning for data analysis to produce shared lesson plans</p> <p>Implement K APTT</p> <p>Professional Learning Communities: Lucy Calkins Units of Writing Instruction, Improving School Climate, Vertical Articulation of Mathematics Vocabulary and Manipulative Models, Using Technology to Enhance Instruction and Assessment, Supporting Achievement of Gifted Learners, & Improving School Attendance</p> <p>Meet the school supply needs of homeless students - \$25 homeless supplies (2 Notebook Wire bound 10½x8" 1 subject - 70 pages 2 Composition book 9¾"x7½" Single subject 100 pages 2 Binder 1" View White 2 Binder 1½" View White 2 Safety</p> | <p>Master Schedule/Teacher schedules, Lesson plans</p> | <p>School Leaders Demonstrate: N/A</p> <p>Teachers Demonstrate:</p> <p>Students Demonstrate:</p> <p>Parents Demonstrate:</p> | <p>RI/MI Reports, Writing Assesslet Reports & Easy CBM Reports</p> <p>Professional Learning Community Collaborative Planning Form</p> | <p>Title I Funds for Title I Intervention Teacher</p> <p>Contract Services</p> <p>Homeless supplies (details in strategy)</p> <p>\$68 for APTT SMART goal duplicates +\$170.34</p> <p>Sidewalk Chalk and Interactive Folders for parents at APTT events</p> <p>School PL Funds</p> |

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

(SWP 2, 6, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|---|---|---|---|--|--|--|
| | | | Artifacts | Evidence | | |
| Planning and Organization Standard 5, Planning and Organization Standard 6 | All | <p>Develop benchmarks and checkmarks to incentivize good student attendance and improved student attendance.</p> <p>Schedule and organize parent events such as parent orientation, parent/child involvement activities, and celebrations involving parents.</p> <p>Involve community partners in publicizing and recognizing good student attendance and improved student attendance.</p> <p>Hold quarterly pep rallies to recognize good student attendance and improved student attendance</p> <p>Help students develop heathy living and hygiene skills and provide health care items to classrooms</p> | <p>Parent Involvement Plan, Parent Event Listing, Parent Orientation Agenda</p> <p>Pep Rally Schedule & Agenda</p> <p>Lesson Schedule & Quarterly Item Schedule</p> <p>Brochures, Flyers, Presentation Schedule</p> | <p>School Leaders Demonstrate:</p> <p>Teachers Demonstrate:</p> <p>Students Demonstrate:</p> <p>Parents Demonstrate:</p> | <p>20-Day Attendance Report – PowerSchool</p> <p>FA, AFL, Instructional surveys, Walkthrough observation</p> | <p>Title I Funds for \$1237.50 for Attendance Counts parent education materials</p> <p>Stamps for Parent Communication</p> <p>School Funds</p> <p>Boxtop Reward Funds</p> <p>School PL Funds</p> |

Professional Learning Plan to Support School Improvement Plan

(SWP 4) (TA 4)

| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning | Estimated Cost, Funding Source, and/or Resources |
|--|---|---------------------------------|--|--|---|
| Assesslet scoring and data analysis/use | 3 times a year: November, February, April (specific months TBD) | Principal | -Lesson plan audits -Walk-throughs (observations) | -Assesslet Scores -AFL scores -EOG scores | Title I Funds for PL Substitutes \$3.50 per administration Georgia Assessment Center |
| RI/MI training in administration and data usage | 3-4 times a year | Principal | -PLC documentation form -Lesson plan audits | -RI/MI scores | Title I Funds TLS and Title I Intervention Specialist |
| APTT Training and Instructional Support for Kindergarten Teachers | Monthly | Principal | -APTT dates, sign –in sheets, presentation/handouts | -RI/MI scores | Title I Funds for PL Substitutes Reading and math skill strategy materials; 2-pocket folders, duplicate SMART goal sheets, etc. Title I Intervention Specialist |

Highly Qualified Staff and Pre-K transition (SWP 3, 5, 7)

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.

Yes, we only hire highly qualified staff.

We advertise positions on Camden County Schools' website, TeachGeorgia and attend college recruiting fairs.

Plans for assisting preschool children in the transition from early childhood program.

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school. Pre-k students at WES are included in all appropriate school activities. In addition, pre-k students periodically attend kindergarten for short blocks of time to orient them to the kindergarten day. K-day activities are also planned in conjunction with private pre-k centers and Headstart in an effort to transition students from Pre-K to kindergarten. Pre-K student receive transition packs at the end of the school year to provide the parents with necessary information for their children as the move into kindergarten.

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>