



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

NAME OF SCHOOL/PRINCIPAL:

Turner Woods Elementary School – Mr. Lance Rackley

NAME OF DISTRICT/SUPERINTENDENT:

Jones County – Mr. Charles Gibosn

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

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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
Lance Rackley	Principal	
Gwinnette Hudson	Assistant Principal	
Amanda Sneed	Kindergarten Teacher	
Amy Thompson	First Grade Teacher	
Florence Priester	Second Grade Teacher	
Tina Snow	Third Grade Teacher	
Alicia Henderson	Fourth Grade Teacher	
Kim Cavender	Fifth Grade Teacher	
Jasmayne Scales	PEC Teacher	
Charlotte Foskey	Curriculum Director	
Charlotte Nisbett	Media Specialist	
Twana Jackson / Dr. Killen	Counselor / School Social Worker	
Donna Giles	Instructional Coach	

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
<p>Grades 3-5 – GMAS scores and CCRPI information</p> <p>Lexile 3rd grade increase from 59% to ?</p> <p>Increase distinguished/proficient from 42% to ?</p> <p>Red flags indicated in SWD and Black students</p> <p>Writing skills</p>	<p>CCRPI report from GADOE</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p> <p>Administrators</p> <p>Instructional Coach</p>	<p>Newsletters</p> <p>Email</p> <p>Web page</p> <p>Conferences</p> <p>One Call</p> <p>Remind.com</p> <p>Planners</p>
<p>Grades 1-2 –</p> <p>Phonics – foundational gap</p> <p>Fluency and reading comprehension weakness</p> <p>Writing skills</p>	<p>GRASP Screeners – Maze and Fluency</p> <p>Benchmark – Midyear data</p> <p>STAR Reading and Math</p> <p>RTI data</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p> <p>Administrators</p> <p>Instructional Coach</p>	<p>Newsletters / Planners</p> <p>Email</p> <p>Web page</p> <p>Conferences</p> <p>One Call/ Remind.com</p>
<p>Kindergarten</p> <p>Writing</p> <p>School - 80%</p> <p>System – 73%</p>	<p>GKIDS data from 2014-2015</p> <p>Trend over the past years with writing as a weakness</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p> <p>Administrators</p> <p>Instructional Coach</p>	<p>Newsletters</p> <p>Email</p> <p>Web page</p> <p>Conferences</p> <p>One Call/ Remind.com</p>

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

(SWP 2, 7, 9, 10)

Third, Fourth, and Fifth Grade students will exceed the state average by 5% in the area of ELA on the GMAS. Fourth and Fifth Grade students will exceed the state average by 5% in the area of Math on the GMAS.

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>Assessment 3: Uses common assessments aligned with standards to monitor student progress and inform instruction</p> <p>Professional Learning 5: Sustain effective professional learning</p> <p>Instruction 5: Differentiates instruction to meet students’ specific learning needs</p> <p>Instruction 6: Uses technology to enhance learning</p> <p>Family and Community Engagement 1: Connects family/community to the school</p>	<p>3rd Grade students</p> <p>4th Grade students</p> <p>5th Grade students</p> <p>Teachers</p> <p>Title I Paraprofessional</p>	<ul style="list-style-type: none"> Lesson planning that outlines standards, activities, differentiation, and common formative assessments Assist teachers in developing comprehensive, balanced common formative assessment PLC meetings - Participation in book study for all certified staff that addresses maximizing Tier 1 implementation After school tutoring for 3-5 beginning November – March to support GMAS Writing exploratory – equip the writing lab with I pads – collaboration with grade level teachers to address weak areas from Write Score data – Common assessment for the grade levels Trooper Time – designated time slot for enrichment and remediation of reading and math skills Progress monitoring of students with disabilities in math and reading Training with Lexile levels Use instructional coach to provide additional support to teachers through professional development, collaborative planning, modeling, co-teaching and observation with feedback Enhance student learning through the integration of more instructional technology. Use instructional coach to provide additional support to teachers through professional 	<p>Lesson Plans</p> <p>RTI discussions</p> <p>Results from math assessments, plans for differentiation, schedule of computer lab usage,</p> <p>iPad sign out sheet, professional learning agendas and sign in sheets,</p> <p>co-teaching plans, observation feedback, record of interventions and progress monitoring,</p> <p>data documents in shared folders, parent event agendas and sign in sheets,</p> <p>PBIS meeting agendas, posters, and discipline data</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge of data from math/ELA assessments collected and shared</p> <p>Acquisition of needed technology</p> <p>Clear guidance of implementation of collaborative planning and professional learning</p> <p>Supervision of intervention process</p> <p>Plan/organize parent involvement activities</p> <p>Leadership in PBIS implementation</p> <p>Teachers Demonstrate:</p> <p>Implementation of common assessments</p>	<p>Review of lesson plans by administrators and instructional coach with feedback</p> <p>Review of data spreadsheets by administrators, instructional coach, and BST Team</p> <p>Classroom observations by administrators and instructional coach</p> <p>Classroom observations</p>	<p>Purchase of IXL slots (75 reading/ 75 math)</p> <p>Purchase of Classworks for one year</p> <p>Software licenses</p> <p>Title 1- Funding for additional technology (I pads/covers, computers) to enhance student learning and resources for parent involvement activities</p> <p>Supplies for instruction and parent involvement activities</p> <p>1 year subscription to Social Studies Weekly – Grade 3</p> <p>Headphones and accessories</p>

<p>School Culture 2: Establishes a culture that promotes positive interactions and a sense of community</p>		<p>development, collaborative planning, modeling, co-teaching and observational feedback.</p> <ul style="list-style-type: none"> • Provide additional instructional support to students who are not proficient in reading through interventions in the following programs: • Early Intervention Program (EIP) • Response to Intervention (RTI) • Student Support Teams (SST) • Individualized Education Plans (IEP) • Engage parents through involvement activities like Academic Nights, Title (I & III) meetings, PTO performances, Open House, , , Honors Nights, parent conferences and parent luncheons • Implement school-wide Positive Behavioral Interventions and Supports (PBIS). 		<p>Use of instructional technology in classroom</p> <p>Active participation and implementation of professional learning</p> <p>Differentiation and interventions</p> <p>Attendance at parent engagement events</p> <p>Implementation of PBIS</p> <p>Students Demonstrate:</p> <p>Active participation in instruction, technology, interventions, parent events, and PBIS</p> <p>Parents Demonstrate:</p> <p>Understanding of child's progress</p>		
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SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

75% of all Second Grade students will increase by one grade level on the grade equivalent score using STAR Reading Assessment and STAR Math by May 2017. 75% of all first grade students will increase by one grade level equivalent score using STAR Reading Assessment by May 2017.

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>Curriculum 1: Uses systematic, collaborative planning</p> <p>Instruction 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction 6: Uses technology to enhance learning</p> <p>Instruction 9: Provides data-driven interventions</p> <p>Professional Learning 5: Support/sustain effective professional learning</p> <p>Family and Community Engagement 1: Connects family/community to the school</p> <p>School Culture 2: Establishes a</p>	<p>First Grade</p> <p>Second Grade</p> <p>Title I</p> <p>Paraprofessional</p>	<p>Formative Assessments</p> <p>Increase Reading Comprehension</p> <p>Accelerated Math</p> <p>Curriculum Maps</p> <p>Pacing Calendars</p> <p>Common Planning</p> <p>Principal and leadership team will monitor and analyze data to provide support and feedback to staff (ongoing). The Instructional Coach and administration will facilitate Professional Learning Community Meetings (once a week).</p> <p>Principal and the leadership team will monitor individual class data and provide feedback and accountability for teachers (ongoing).</p> <p>The principal will allocate funds for reading and math materials.</p> <p>Teachers will attend schedule data analysis meetings (ongoing).</p> <p>Teachers will analyze student data and provide RTI for struggling students (ongoing).</p> <p>Teachers will participate in ongoing campus/off campus professional development.</p> <p>Teachers will administer assessments and use the data from the assessments to drive instruction. Teachers will vertical plan to discuss research based strategies and interventions.</p>	<p>Lesson Plans</p> <p>AR Goal Setting</p> <p>Professional Learning</p> <p>Grade Level Collaboration form</p> <p>Documentation of small groups (math/literacy),</p> <p>examples of interventions (math/literacy) used, schedule of computer lab usage,</p> <p>iPad sign out sheet, professional learning agendas and sign in sheets, co-teaching plans,</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge and Understanding of results of data results</p> <p>Understanding child’s progress</p> <p>Teachers Demonstrate:</p> <p>Understanding of results of data results</p> <p>Understanding child’s progress</p> <p>Students Demonstrate:</p> <p>Mastery and knowledge of standards</p> <p>Parents Demonstrate:</p> <p>Understanding of child’s progress</p>	<p>Weekly grade level collaborative planning using leadership form</p> <p>Monthly data review meetings toward goal</p> <p>Tracking student progress</p> <p>Data Discussions</p> <p>Data notebook to implement and monitor student progress</p> <p>Weekly monitoring of student data from interventions</p> <p>Weekly monitoring of the integration of instructional technology</p> <p>Attend, participate in, and monitor on-going professional learning</p>	<p>Purchase of Classworks software</p> <p>Purchase of IXL slots (75 reading/ 75 math)</p> <p>Accelerated Math program</p> <p>Title 1- Funding for additional technology (Ipad/covers computers) to enhance student learning and resources for parent involvement activities</p> <p>Supplies for instruction and parent involvement activities</p> <p>Headphones and accessories</p>

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<p>culture that promotes positive interactions and a sense of community</p>		<p>Enhance student learning through the integration of more instructional technology</p> <p>Use instructional coach to provide additional support to teachers through professional development, collaborative planning, modeling, co-teaching and observational feedback.</p> <p>Implement school-wide Positive Behavioral Interventions and Supports (PBIS).</p> <p>Provide additional instructional support to students who are not proficient in reading through interventions in the following programs: ● Early Intervention Program (EIP) ● Response to Intervention (RTI) ● Student Support Teams (SST) ● Individualized Education Plans (IEP)</p>	<p>observation feedback,</p> <p>record of interventions and progress monitoring,</p> <p>data documents in shared folders,</p> <p>parent event agendas and sign in sheets, PBIS meeting agendas,</p> <p>posters, and discipline data</p>		<p>opportunities and collaborative planning</p>	
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SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

75% of Kindergarten students will be transitional/probable based on SEL (Star Early Literacy)

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>Curriculum 1: Uses systematic, collaborative planning Instruction 4: Uses research-based instructional practices that positively impact student learning Instruction 6: Uses technology to enhance learning Instruction 9: Provides data-driven interventions Professional Learning Learning 5: Support/sustain effective professional learning Family and Community</p>	<p>Kindergarten Title I Paraprofessional</p>	<p>Implement screeners for Early Intervention Plan Collaborative grade level planning using curriculum calendar Delivery of GSE Implementing GKIDS Enhance student learning through the integration of more instructional technology. Use instructional coach to provide additional support to teachers through professional development, collaborative planning, modeling, co-teaching and observational feedback. Provide additional instructional support to students who are not proficient in reading through interventions in the following programs: • Early Intervention Program (EIP) • Response to Intervention (RTI) • Student Support Teams (SST) • Individualized Education Plans (IEP)</p>	<p>Documentation of small groups (math/literacy), examples of interventions (math/literacy) used, schedule of computer lab usage, iPad sign out sheet, professional learning agendas and sign in sheets, co-teaching plans, observation feedback, record of interventions and progress monitoring, data documents in shared folders, parent event</p>	<p>School Leaders Demonstrate: Knowledge and Understanding of results of data results Understanding child’s progress Knowledge of data collected from SEL Supervision of intervention process Acquisition of needed classroom technology Clear guidance of implementation of collaborative planning and professional learning Plan/organize parent involvement activities Leadership in PBIS implementation</p>	<p>Weekly grade level collaborative planning using leadership form Monthly data review meetings toward goal Tracking student progress Data Discussions Data notebook to implement and monitor student progress Weekly monitoring of student data from interventions Weekly monitoring of the integration of instructional technology Attend, participate in, and monitor on-going professional learning</p>	<p>Title 1- Purchase of Classworks software Funding for additional technology (Ipads/ computers) to enhance student learning and resources for parent involvement activities Supplies for instruction and parent involvement activities Software licenses Headphones and accessories</p>

<p>Engagement 1: Connects family/community to the school</p> <p>School Culture 2: Establishes a culture that promotes positive interactions and a sense of community</p>		<p>Engage parents through involvement activities like Curriculum Nights, Title (I & III) meetings, PTO performances, Open House, Kindergarten Orientation, parent conferences and parent luncheons.</p> <p>Implement school-wide Positive Behavioral Interventions and Supports (PBIS).</p>	<p>agendas and sign in sheets, PBIS meeting agendas, posters, and discipline data</p>	<p>Teachers Demonstrate: Understanding of results of data results</p> <p>Understanding child's progress</p> <p>Implementation of SEL</p> <p>Implementation of interventions based on screeners</p> <p>Use of instructional technology in classroom</p> <p>Active participation and implementation of professional learning</p> <p>Attendance at parent engagement events</p> <p>Implementation of PBIS</p> <p>Students Demonstrate: Mastery and knowledge of standards</p> <p>Active participation in instruction, technology, interventions, parent events, and PBIS</p> <p>Parents Demonstrate: Understanding of child's progress</p>	<p>opportunities and collaborative planning</p> <p>Monthly data, leadership, faculty, and PBIS meetings where progress of SIP goals are monitored</p> <p>Analyzing the strengths and weaknesses of parent engagement events through parent surveys</p> <p>Monitoring of monthly discipline data and the implementation steps necessary to become an operational PBIS school</p>		
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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
Provide professional learning for teachers and school leaders that strengthen their knowledge and understanding of content and instructional practices in a standards-based classroom.	August 2016– May 2017	Professional Learning Title I funds	Curriculum Director Principal Assistant Principal Instructional Coach	Curriculum Director Principal Assistant Principal Instructional Coach	Lesson plans, data spreadsheets
Professional learning and unit revision focusing on the implementation of the Common Core Georgia Performance Standards for Mathematics and ELA in grades K-12		Professional Learning Title I funds	Curriculum Director Principal Assistant Principal Instructional Coach	Curriculum Director Principal Assistant Principal Instructional Coach	Agendas, minutes from meetings, lesson plans
Continued use of the Teacher and Leader Key Effectiveness			Assistant Superintendent Curriculum Director Principal Assistant Principal	Assistant Superintendent Curriculum Director Principal Assistant Principal	Evaluation forms, lesson plans, feedback from administrators
Increase the use of technology in all classrooms (focus on Writing Class)		Title I funds	Technology Director Media Specialist Teacher	Technology Director Media Specialist Teacher	Lesson plans, feedback with administrators / instructional coach
GCEL Youth At-Risk Conference	Jan. – April 2017	Title I funds	Twana Jackson Principal	Federal Programs Director	

Highly Qualified Staff

(SWP 3, 5)

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

If no, explain

One goal of Jones Co. School System is to attract and retain qualified teachers. All teachers and paraprofessionals at Turner Woods Elementary School are highly qualified. When new teachers join the TWES staff, they are assigned a mentor teacher that works with them throughout the year to provide support, answer questions, and assist as needed. Instructional coach provide on-going professional development for all teachers in areas where improvement is needed or areas that teachers request they would like to enhance their skills

List efforts to recruit highly qualified teachers to your school.

Turner Woods Elementary School follows the state of Georgia's guidelines in implementing the Teacher Keys Effectiveness System as an evaluation instrument. Instructional evaluations are administered and supervised by the school's administration. Teacher Keys Effectiveness System (TKES) includes multiple formative and summative assessments, as well as artifacts .As a component of the Teacher Keys Effectiveness System, TWES teachers will utilize teacher growth plans, facilitated by school administration. Feedback to teacher and a focus on growth are the foundational elements of this evaluation program.

1. New Teacher Orientation is provided at the beginning of the school year for all new teachers.
2. Participate in Middle Georgia RESA Job Fairs
3. Vacancies are posted on Teach Georgia web site.
4. By providing a variety of professional development, ensures that teachers continue to learn best practices and strategies that work with underachieving and disadvantage students.
5. Allow student teachers to train in our school from various colleges is a great recruiting tool.
6. Maintaining a positive school climate will attract and retain highly qualified staff.

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>

Turner Woods Elementary School Data:

GRASP Screeners		Reading Fluency		3rd - 5th GMAS					
1st Grade	Winter		48%						
	Spring		69%						
2nd Grade	Fall	Maze	39%	Reading Fluency 42%	3rd Grade - ELA Increase distinguished/proficient 5% above state	State 36%			
					Winter	66%	72%	4th Grade - ELA Increase distinguished/proficient 5% above state	37%
								Spring	61%

Benchmark Midyear Data	Reading	Math
1st	90%	91%
2nd	69%	93%
3rd	42%	55%
4th	35%	50%
5th	89%	80%

STAR Reading	1st Testing	2nd Testing	Gain
1st	1.3	2	0.7

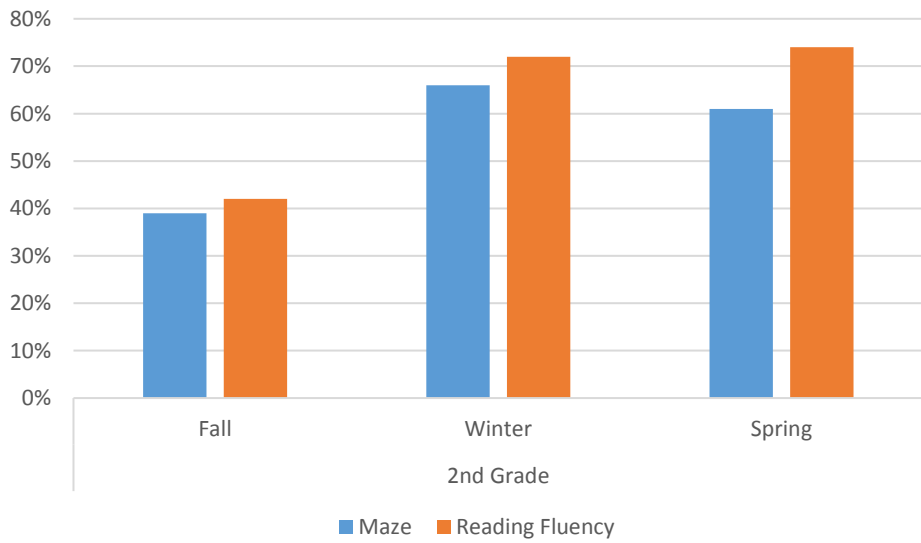
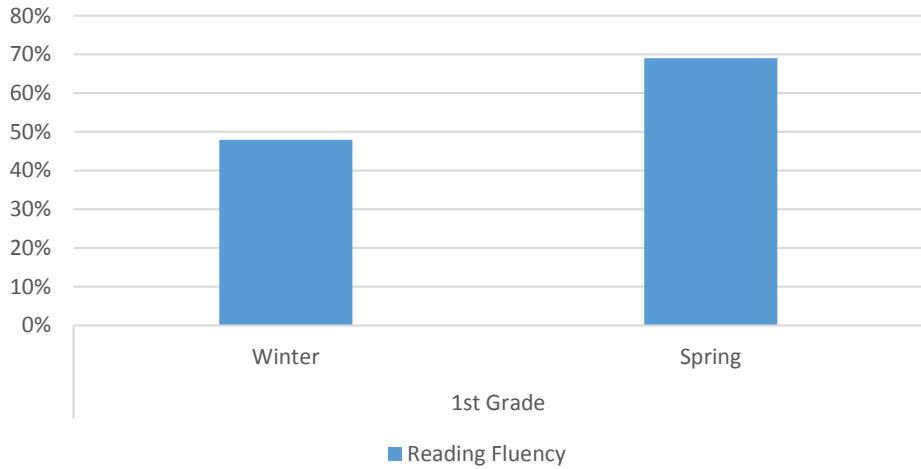
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2nd	2.2	2.8	0.6
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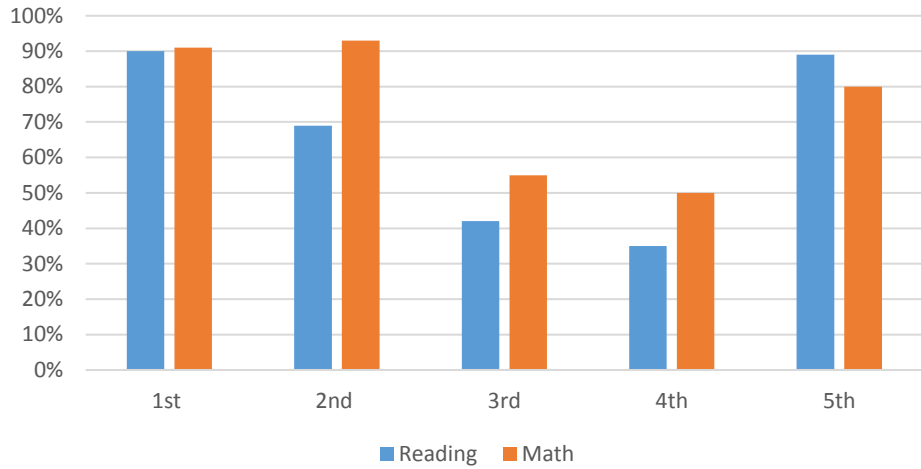
STAR Math	1st Testing	2nd Testing	Gain
1st	1	2.2	1.2
2nd	2.4	3.3	0.9

STAR Early Lit Kindergarten	Average Scale Score	Gain
1st Test	528	176
2nd Test	704	

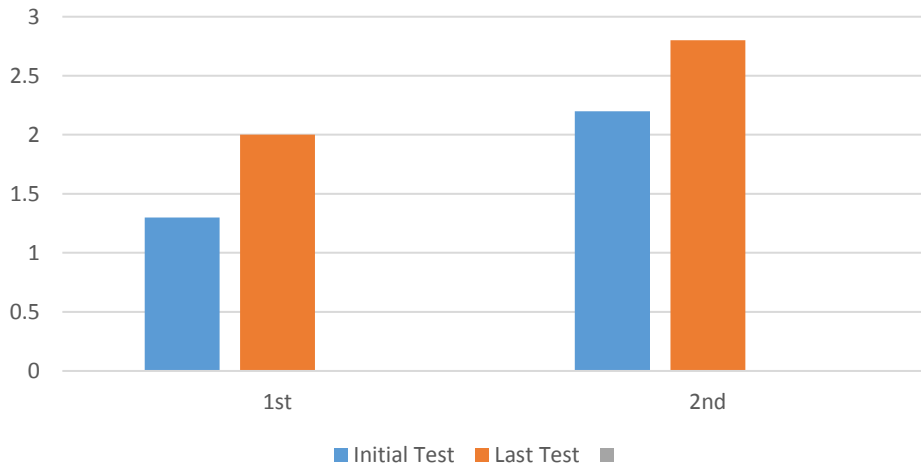
Reading Fluency



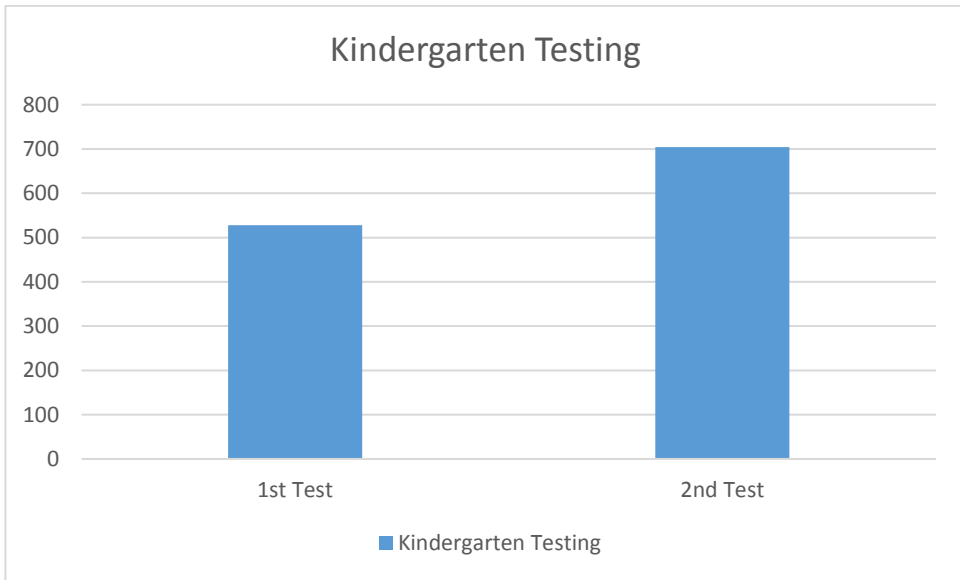
2015-16 Midyear Benchmark

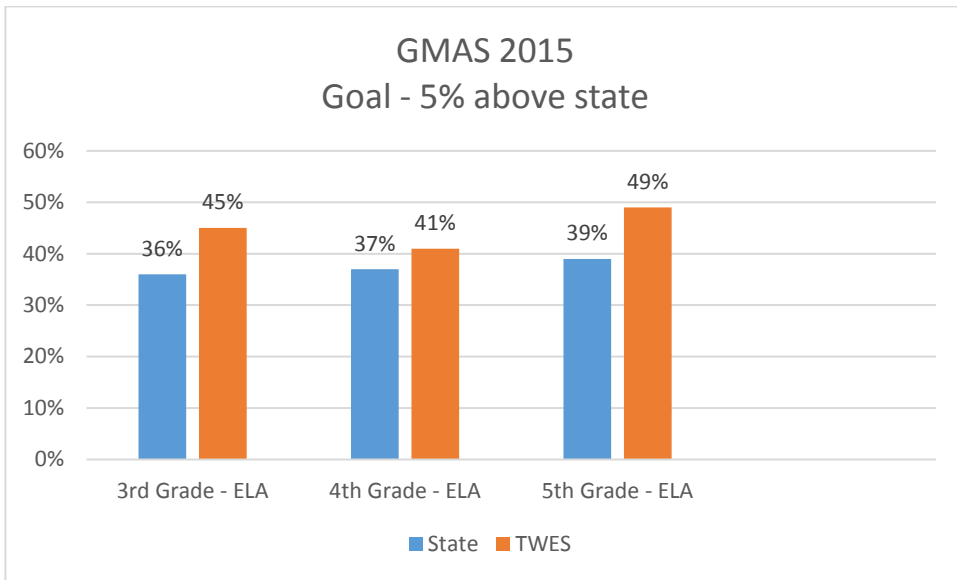


STAR Reading



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Turner Woods Elementary 2016-2017 SIP

Parent Engagement and Communications

<i>Parent Engagement Activities</i>	<i>Timeline</i>	<i>Estimated Cost Funding Source, and / or resources</i>	<i>Persons Responsible</i>	<i>Evaluation Results</i>	<i>Artifacts/Evidence of Impact on Student Learning</i>
5th Grade Orientation	May 2017	None	Teachers/ Counselor	Parent Survey Sign In Sheets	Agenda/ Power Point Information Packet
Open House, All Grades	August 2016	None	Admin Faculty & staff	Parent Survey Sign In Sheets	Information Packet
Weekly Progress Report and Newsletter	Aug. 2016 – May 2017	Paper	Admin Instructional Coach Counselor Teachers	Parent Survey	Newsletter
Parent Resource Center	Aug. 2016 – May 2017	\$1500.00 Title I Parent Involvement funds	Admin Instructional Coach Counselor Teachers	Parent Survey Sign In Sheets	Pamphlets, Handouts, Parent Log
Social Media – Remind, One Call, Website	Aug. 2016 – May 2017	None	Admin Instructional Coach Counselor Teachers	Parent Survey Sign In Sheets	Logs Screenshots

Annual Title 1 Parent Meeting	August 2016	None	Admin Instructional Coach Family Engagement Coordinator Teachers	Parent Survey Sign In Sheets	Agenda Flyers
Parent / Teacher Conferences	Aug. 2016 – May 2017	None	Admin Instructional Coach Family Engagement Coordinator Teachers	Parent Survey Sign In Sheets	Sign In Sheets Parent Logs
Title 1 Parent Involvement Nights	Aug. 2016 – March 2016	Paper – Title I Supplies	Admin Instructional Coach Family Engagement Coordinator Teachers	Parent Survey Sign In Sheets	Agenda Sign In Sheets Surveys
Family Literacy Night	Oct. 2016 – March 2017	Paper – Title I Supplies	Admin Instructional Coach Family Engagement Coordinator Teachers	Parent Survey Sign In Sheets	Agenda Sign In Sheets Surveys