

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

NAME OF SCHOOL/PRINCIPAL:

Cartersville Elementary School – Melissa Bates

NAME OF DISTRICT/SUPERINTENDENT:

Cartersville City Schools – Dr. Marc Feurbach

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

Updated August 20, 2018

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____
(Title 1 Schools only)	

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)

On June 11, 2018 twelve CES staff members met to discuss current data and trends and establish prioritized needs for Cartersville Elementary School. The data review included: student discipline data, Georgia Milestones Achievement System data, CCRPI data, and student attendance data. When available, all data included breakdowns by subgroups. After review of all available data, each grade level team created a prioritized needs list for group review. The group as a whole finalized the prioritized needs as listed below. This school improvement plan will be reviewed, with opportunity for input, to our School Governance Council, and parents through our PTC. Prioritized needs will focus on our most at-risk students. Although an initial set of priorities for the 2018-2019 school year were determined at the June 11th training/retreat, continuous improvement will remain on-going as additional data becomes available and analyzed.

Planning Committee (SWP 8,16)

The planning committee included grade level team leaders, instructional coaches, administrators, and the instructional technology specialists. In addition, the information was shared with the School Governance Council, Curriculum director, and family engagement specialist, with opportunity for input, as well as all stakeholders through online website access. This school improvement plan is a living document and data-driven changes are made as needed throughout each school year.

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>ELA Needs –</p> <ul style="list-style-type: none"> • Continue use of RI to monitor Lexile levels • Consider removing implementation of DRAs, given new RI formative assessment tool • Consider purchasing a Language program or resource to provide consistency • Continue implementation of Lucy with a focus on Narrative writing 	<ul style="list-style-type: none"> • 17-18 GMAS scores • Subgroup data • Reading Inventory reports 	<ul style="list-style-type: none"> • Principal • Assistant Principal • School Leadership team 	<ul style="list-style-type: none"> • School Governance Council • PTC • Posted on website
<p>Mathematics Needs -</p> <ul style="list-style-type: none"> • Continue Number Talks initiative from 2016-2017 with focus on job-embedded refresher training and set expectations and monitoring. 	<ul style="list-style-type: none"> • 14-15 GMAS scores • 15-16 GMAS scores • Subgroup data 	<ul style="list-style-type: none"> • Principal • Assistant Principal • School Leadership team 	<ul style="list-style-type: none"> • School Governance Council • PTC • Posted on website
<p>Discipline Needs -</p> <ul style="list-style-type: none"> • Black males continue to have the highest discipline rate • 5th grade carried the most discipline referrals and most days out of the classroom for consequences • PBIS team review data and refresh training with all staff • Continue training and implementation of district initiative – Capturing Kids Hearts 	<ul style="list-style-type: none"> • Discipline data • Subgroup data • District Capturing Kids Hearts training schedule 	<ul style="list-style-type: none"> • Principal • Assistant Principal • School Leadership team • PBIS team and lead 	<ul style="list-style-type: none"> • School Governance Council • PTC • Posted on website
<p>Professional Learning Needs –</p> <ul style="list-style-type: none"> • Number Talks refresher training 	<ul style="list-style-type: none"> • 17-18 GMAS data • Subgroup data 	<ul style="list-style-type: none"> • Principal • Assistant Principal • School Leadership team 	<ul style="list-style-type: none"> • School Governance Council • PTC

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<ul style="list-style-type: none"> • PLC focus on grading and common assessments • Expanded training on new science curriculum – STEMscopes, specifically for Grade 5 		<ul style="list-style-type: none"> • Number Talks contact 	<ul style="list-style-type: none"> • Posted on website
<p>Technology Needs –</p> <ul style="list-style-type: none"> • Training on Schoology from Instructional Technologist • Continued advancement towards 1:1 laptop availability • 	<ul style="list-style-type: none"> • Current technology inventory • 15-16 Online GMAS schedule 	<ul style="list-style-type: none"> • Principal • Assistant Principal • School Leadership team • School Technology Specialist • District Technology Director 	<ul style="list-style-type: none"> • School Governance Council • PTC • Posted on website

SMART GOAL #1 *From August 2018-May 2019 average ELA and Mathematics GMAS results will improve by cohort. Proficiency level will exceed the state average in 3rd & increase 5 percentage pts in 4th & 5th grades.* (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices. Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</p>	<p>ALL</p> <p>ALL</p> <p>ALL Stakeholders</p>	<p>Number Talks Training (job-embedded refresher for those already trained)</p> <p>Continue implementation of Lucy Calkins writing program school-wide, with job-embedded support through PLC groups.</p> <p>Consider purchase of Write Score to monitor narrative writing growth.</p> <p>Consider purchase of Mountain Math and/or Mountain Literacy program to aid teachers with tools to encourage content retention and mastery.</p> <p>Continue implementation of Professional Learning Communities with a focus on grading practices and assessment strategies.</p> <p>Increase the instructional capacity of teachers in mathematics.</p> <p>Continue to provide Rosetta Stone licenses for non-English speaking immigrant students and their families.</p> <p>Communicate with all parents and stakeholders student progress including but not limited to: academics, discipline, attendance, and overall student progress and growth.</p>	<p>Lexile reports from RI/MI</p> <p>GMAS 2019 scores</p> <p>PLC meeting notes</p> <p>Training sign in sheets</p>	<p>School Leaders Demonstrate: Understanding of academic data, monitoring data, and it's use in instruction</p> <p>Teachers Demonstrate: Understanding of academic progress levels, their use in instruction, and how to communicate with parents</p> <p>Students Demonstrate: How to interpret their academic data and select appropriate resources and interventions to promote their growth in all content areas</p> <p>Parents Demonstrate: Understanding of how to interpret their child's academic progress data and grades and also assist with selecting appropriate texts and resources to help with all content areas.</p>	<p>Fall, winter, and spring reports for RI and MI benchmark assessments.</p> <p>Teacher Lesson plans</p> <p>TKES observations</p> <p>Parent communications</p> <p>Parent/teacher conference summaries</p>	<p>\$10,000 for 2-3 days of job-embedded training and support.</p> <p>Write Score – pending quote</p> <p>Mountain Math/Literacy – pending quote</p> <p>No additional cost</p>

SMART GOAL #2 *From August 2018 to May 2019, 100% of CES teachers and staff will take part in professional learning designed to promote student achievement and academic success in all content areas.*

(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		
Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data	Teachers Teachers	<p>All teachers will be involved in professional learning designed to increase teachers' understanding of best practices with grading as well as aligned, common assessments through common PLCs with instructional lead teachers.</p> <p>Additional PLC focus areas may include Lucy Calkins writing, Number Talks, and assessment/student feedback.</p> <p>New teachers will attend training on Emergenetics to establish strengths and determine best practices for engaging all learning styles when planning.</p> <p>Teachers of Mathematics will participate in Number Talks job-embedded training to support implementation</p>	<p>PL logs</p> <p>Lesson plans</p> <p>TKES observations</p>	<p>School Leaders Demonstrate: Understanding of new initiatives and how to best monitor their implementation.</p> <p>Teachers Demonstrate: Understanding of how new learning connects to student instruction and academic standards.</p> <p>Students Demonstrate: Awareness of how to use new strategies to maximize their own learning.</p> <p>Parents Demonstrate: Understanding of how to best support their child's learning and how to ask their child's teacher relevant questions, when needed.</p>	<p>Classroom observations</p> <p>Lesson plans</p> <p>18-19 GMAS scores for ELA and Mathematics</p>	<p>No added cost</p> <p>Emergenetics - \$79 x number of participants</p> <p>Number Talks – pending quote – anticipating \$10,000 for three days of job embedded training and support.</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Number Talks Training	<i>Fall 2018</i>	<i>Est. \$10,000 for 2-3 day of job-embedded training/support</i>	<i>Principal Assistant Principal Instructional Lead Teachers</i>	<i>Principal Assistant Principal Instructional Lead Teachers</i>	<i>MI formative results GMAS scores</i>
Best Practices for feedback, grading, and common assessments	<i>Ongoing through PLCs and monthly faculty meetings</i>		<i>Instructional Lead Teachers</i>	<i>Instructional Lead Teachers</i>	<i>Agendas GMAS Scores</i>
Technology Training – Schoology	<i>Ongoing through PLCs and monthly faculty meetings</i>		<i>Instructional Technology Specialist</i>	<i>Principal Assistant Principal</i>	<i>Usage reports from Schoology</i>
Emergenetics Training - New Teachers - Continued support	<i>Fall 2018 for new teachers As available with trainer/presenter</i>	<i>\$75 per new teacher TBD</i>			<i>Lesson plans</i>

**These professional learning opportunities were also listed separately as part of each SMART goal under which it fell.

ProfessionallyTT 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.

- Competitive salary
- Competitive benefits
- Advancement opportunities

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>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>