

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

School: Glanton Elementary	
School Year: 2018-2019	Revision Date: August 11, 2018
Principal: Yovandra Curtis	Title I Director: Melissa Wimbish
District: Coweta County Schools	Superintendent: Dr. Steve Barker
ESSA Accountability Status <i>(check all that apply)</i>	
<input checked="" type="checkbox"/> Schoolwide Title 1 School	<input type="checkbox"/> Targeted Assistance Title 1 School
<input type="checkbox"/> Comprehensive Support School	<input type="checkbox"/> Targeted Support School
<input type="checkbox"/> Opportunity School	<input checked="" type="checkbox"/> SWSS Improvement Plan

**All required components of the Title I Schoolwide and Targeted Assistance Program are included in this template.*



Planning Committee Members

[List all members that were a part of the Stakeholders Input Meeting and School Improvement Planning Days/Meetings including teachers, staff, parents, school council members, community stakeholders, students, etc. Add more rows, if needed]

Name	Position/Role
Yovandra Curtis	Principal
Erin Hicks	Assistant Principal
Kysha Garrett	School Counselor/SBLT/PBIS Team
Stephanie Landrum	Parent/Media Specialist/PTO
Valerie Buchanan	Teacher (REACH)/PBIS Coach
Samantha Rollins	Teacher (Music)
Glenn Darden	Teacher/SBLT/Grade Level Chair
Laura Rainey	Paraprofessional
Natalie Stephens	SLP/Support Staff
Terri Moultrie	School Resource Officer
Kristina Royer	Parent/Teacher (Pre-K)
Cathy Drake	Parent/Teacher/SBLT/Grade Level Chair (K)
Courtney Griffin	Paraprofessional (K)
Renee Ward	Teacher (K)
Josh Potts	Teacher (K)/PBIS Team
Tammy Ayers	Teacher/SBLT/Grade Level Chair (1st grade)
Deanna Betsill	Teacher (1st grade)/PBIS Team
Darby Lamb	Teacher (1st grade)
Shelley Crittenden	Parent/Teacher (2nd grade)
Michelle Turner	Teacher/SBLT/Grade Level Chair (2nd grade)
Kim Mensching	Teacher/SBLT/Grade Level Chair (3rd grade)
Alex Pifer	Teacher/PBIS Team Leader (3rd grade)
Lisa Crafton	Parent/Teacher (3rd grade)
Bridget Dudka	Teacher/SBLT/Grade Level Chair (4th grade)
Sibyl Sawtelle	Teacher (4th grade)
Scott Smith	Teacher (4th grade)
Amanda Scogin	Teacher (5th grade)
Sandy Titshaw	Parent/Teacher/SBLT/PBIS Team Leader/Grade Level Chair
Kayley Robertson	Teacher (5th grade)
Allison Volkmer	Teacher (EIP)
Linda Lane	Teacher/Instructional Facilitator/SBLT (EIP)
Melissa Privett	Teacher (EIP)
Tonya Clevenger	Teacher/In-School Coordinator (SPED)
Amy Blount	Teacher (SPED)/SBLT
Paul Moss	Teacher (SPED)
Mellisa Duncan	Paraprofessional (SPED)
Saunja Stewartson	Paraprofessional (SPED)
Jackie Colton	Parent
Laell Tucker	Parent/PTO
Kristina Smith	Parent/PTO
Diana Noe	Paraprofessional/PTO

**We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed.*

Comprehensive Needs Assessment/Data Review Results

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

[List the assessments and instruments you used to analyze your ELA and Math data]

- Elementary GA Milestones EOG 2014-2015, 2015-2016, 2016-2017, 2017-2018
- 2017 College and Career Ready Performance Index (CCRPI)
- Renaissance STAR Reading

[Embed graphs, tables, charts, etc., to display ELA and Math data]

Glanton Elementary School GA Milestones EOG 2017-18															
ELA ALL Students	1	2	3	4	Grand Total	2018 Weighted Proficiency	2017 Weighted Proficiency	Change	2018 % 3s and 4s	2017 % 3s and 4s	Change	2018 % 2s, 3s and 4s	2017 % 2s, 3s and 4s	Change	2018 Targets for Flags
GLANTON ELEMENTARY	54	54	19	9	136	43.75	45.8	-2.05	20.59	26.57	-5.98	60.29	59.44	0.85	51.138
Math ALL Students	1	2	3	4	Grand Total	2018 Weighted Proficiency	2017 Weighted Proficiency	Change	2018 % 3s and 4s	2017 % 3s and 4s	Change	2018 % 2s, 3s and 4s	2017 % 2s, 3s and 4s	Change	2018 Targets for Flags
GLANTON ELEMENTARY	37	58	37	4	136	52.94	51.05	1.89	30.15	28.67	1.48	72.79	72.03	0.76	55.844

Glanton Elementary School GA Milestones ELA EOG 2017-18			
ELA-ALL Students	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	46.071	38.571	7.500
3rd ELA	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	55.660	41.250	14.410
4th ELA	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	43.421	36.000	7.421
5th ELA	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	37.755	39.000	-1.245

**Glanton Elementary School
GA Milestones Math EOG 2017-18**

Math-ALL Students	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	51.786	51.799	-0.013
3rd Math	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	62.264	56.410	5.854
4th Math	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	50.000	56.000	-6.000
5th Math	2017 Weighted Proficiency	2016 Weighted Proficiency	Change
GLANTON ELEMENTARY	41.837	44.000	-2.163

CCRPI Score

CCRPI Score
62.8
<i>Sum of Achievement, Progress, Achievement Gap, and Challenge Points</i>

Achievement

		Elementary School Indicators	Benchmark for Indicator (%)	Performance 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	49.627	NA	15	7.444
	2	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)	100	54.478	NA	15	8.172

Progress

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
English Language Arts	52	84
Mathematics	50	84
Total	102	168
Percent Meeting Typical/High Growth	.60714	
Benchmark	76.6%	

[Write a brief summary describing what the data shows and list the prioritized needs]

According to the data, 80% of students in grades 3, 4, and 5 are not proficient or distinguished on the GA Milestones ELA EOG; and 70% of students are not proficient or distinguished on the Ga Milestones Math EOG.

Our prioritized needs are:

- To increase student achievement in English Language Arts as measured by the GA Milestones EOG Assessment
- To increase student achievement in Mathematics as measured by the GA Milestones EOG Assessment
- All instruction and assessments must be aligned to the expectations of the standards.
- A keen understanding of the depth of knowledge of the standards must be developed as teachers deconstruct the standards in professional learning sessions.
- Rigorous standards-aligned instruction with meaningful assignments and tasks must be developed and implemented with fidelity.
- Also, the expectations of what students must know and be able to do must be clearly communicated to students, parents and community stakeholders.
- Specific feedback must be provided to students regarding their progress toward meeting the expectations of the standards.

Root Causes and SMART (Specific, Measurable, Attainable Results-based, Time-bound) Goals

Why are students not performing well in ELA ?	
Root Cause: The Whys	How to Address the Concerns
A foundational evidenced-based ELA curriculum that is aligned to the standards must be implemented in all ELA classes with fidelity.	Implement a schoolwide foundational ELA curriculum that is aligned to the standards using research-based instructional resources (print and online) as well as leveled readers.
A balanced assessment system that is aligned to the expectations of the standards must be developed to monitor the progress of all students	Bi-weekly standards-based spiral assessments using at least 10 GCA Item Bank questions to drive direct, targeted instruction.
Data must be gathered, analyzed and utilized to inform instruction and meet the needs of all learners.	Bi-weekly Data Analysis using STAR Reading 360 and RAZ Kids to determine targeted Skills Block/ flexible group instruction.
<p>ELA SMART GOAL: During the 2018-2019 school year, we will increase by 20% the percentage of students scoring proficient and distinguished on the GA Milestones ELA EOG assessments.</p> <p>5th Grade: Increase of 6 kids per grade level (20% gain is 7 students per class)</p> <p>4th Grade: Increase of 6 kids per grade level (20% gain is 7 students per class)</p> <p>3rd Grade: Increase of 6 kids per grade level (20% gain is 7 students per class)</p>	

Why are students not performing well in Math ?	
Root Cause: The Whys	How to Address the Concerns
A foundational evidenced-based curriculum must be implemented in all math classes with fidelity.	Establish school-wide foundational Math curriculum implementation with fidelity.
A balanced assessment system that is aligned to the expectations of the standards must be developed to monitor the progress of all students	Bi-weekly standards-based spiral assessments using at least 10 GCA Item Bank questions to drive direct, targeted instruction.
Data must be gathered, analyzed and utilized to inform instruction and meet the needs of all students.	Bi-weekly Data Analysis using STAR Math 360, Pearson Summative, and IXL Math to determine targeted Skills Block/ flexible group instruction.
<p>Math SMART GOAL: During the 2018-2019 school year, we will increase by 20% the percentage of students scoring proficient and distinguished on the GA Milestones Math EOG assessments.</p> <p>3rd Grade: Increase of 2 kids per grade level (20% gain is 7 students per class)</p> <p>4th Grade: Increase of 2 kids per grade level (20% gain is 10 students per class)</p> <p>5th Grade: Increase of 9 kids per grade level (20% gain is 3 students per class)</p>	

Schoolwide Reform Strategies

2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will:

i. provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards; **(Addressed in Implementation Plans)**

ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
(Addressed in Implementation Plans)

iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

[Briefly discuss how this need will be addressed]

A comprehensive school counseling program will be developed with input from all stakeholders to provide wraparound services for students to meet their social, emotional needs. Support services will be recommended as needed for students and families that need referral to outside community resources as well. Students will participate in classroom guidance lessons three times per week and opportunities for small group and individualized counseling will be offered. The counselor will utilize bibliotherapy as a component of the counseling program to help our students improve reading, writing and speaking skills.

b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

[Briefly discuss how this need will be addressed]

Through our school counseling program students will receive instruction in college and careers. Students will complete career inventories in GCIS as part of classroom guidance and explore careers during Career Day sessions. Also, students will have opportunities to gain insight about local technical colleges and universities and businesses and the work requirements and school connections.

- c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
[Briefly discuss how this need will be addressed]

Beginning in the 2018-19 school year, CCSS will begin using the Multi-Tiered System of Supports framework to support ALL students in the areas of academics, behavior, and social functioning.

MTSS is not an “add-on” program but rather a framework to support and enhance the RTI/SST process already in place.

A Multi-Tiered System of Supports is a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that **every** student receives the appropriate level of support to be successful.

- d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
[Briefly discuss how this need will be addressed]

Glanton Elementary School faculty and staff are committed to continuous improvement and believe that a key component to success is ongoing professional learning. Much emphasis during the 2018-2019 school year will focus on job-embedded professional development with our county curriculum department and content area specialists. There are many opportunities for professional learning offered by sources within the Coweta system and outside the county. Several teachers continue to pursue higher degrees at the university level. Faculty members will be encouraged to attend workshops and training programs with the ultimate goal of enhancing instruction and enabling all students to meet or exceed performance standards.

The Coweta County School System and Glanton Elementary School consider many factors before decisions are made on professional development. A county-wide survey of needs is completed each year by teachers across the system. West Georgia RESA also conducts an annual professional learning needs assessment of the six counties it serves. Glanton Elementary teachers were asked to complete their own survey of ideas for future professional learning opportunities. As a result, it was determined that Glanton's teachers need training to effectively implement instructional resources that are provided by the district to improve student engagement and increase student achievement. The professional learning communities will emphasize the use of formative assessments to aid in differentiation of instruction. This year's Annual Evaluation of Parental Involvement has demonstrated a need for reinforcement on Positive Behavioral Interventions and Supports (PBIS) and classroom management enhancement. A PBIS Retreat was held with our school's PBIS Team in July, 2018. Ongoing professional learning in this area will occur throughout the 2018-2019 school year.

To more completely facilitate equitable instruction for all students, paraprofessionals at Glanton will become more involved in professional learning. They will be released from their responsibilities at times during the year to take part in abbreviated sessions of the county-mandated trainings. Paraprofessionals will meet monthly with the principal for faculty meeting highlights, news about upcoming events, and to discuss any questions or concerns they may have. GES paraprofessionals are an important part of the instructional team and work daily with our students who are most in need.

e. strategies for assisting preschool children in the transition from early childhood education

[Briefly discuss how this need will be addressed]

Here at Glanton, we understand that it is our role as early childhood educators to help families understand what school readiness really means. Kindergarten and first grade teachers will continue to facilitate transition meetings for parents to gain insight into a typical school day and learn about academic requirements and what those will look like for their students. Also, parents will receive take-home materials that can be used at home with their preschoolers to help them develop and/or enhance foundational skills. A two-week Kindergarten Boot Camp will be planned for summer 2019 to invite upcoming preschoolers and parents to half-day preparatory learning sessions. Also, community partnerships will be fostered to help disseminate information about pre-kindergarten at our school and outline the benefits of the program.

[Insert ELA Implementation Plan]

ELA SMART Goal: During the 2018-2019 school year, we will increase by 20% the percentage of students scoring proficient and distinguished on the GA Milestones ELA EOG assessments.

5th Grade: Increase of 6 kids per grade level (20% gain is 7 students per class)
4th Grade: Increase of 6 kids per grade level (20% gain is 7 students per class)
3rd Grade: Increase of 6 kids per grade level (20% gain is 7 students per class)

Coherent Instructional System

	Action Steps	Fundin g	a. Timeline for Implementation	Role Resp onsib le
			b. Method for Monitoring	
<i>Evidence- based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.	1. Bi-weekly standards-based spiral assessments using at least 10 GCA Item Bank questions to drive direct, targeted instruction.	Title 1, Budget	a. Yearlong b. Bi-weekly admin lesson plan review, monthly admin walkthroughs, Friday grade level meetings checks	Admin, All Staff
	2. Bi-weekly Data Analysis using STAR Reading 360 and RAZ Kids to determine targeted Skills Block/ flexible group instruction.	Budget, Title 1	a. Yearlong b. Grade-level Skills Block lesson plan, bi-weekly admin lesson plan review, monthly admin walkthroughs, Friday grade level meetings checks. EIP Instructional Facilitator	Admin, All Staff
	3. Content-specific, targeted professional learning on integrating literacy and writing in all subject areas.	Budget & Title 1	a. Yearlong b. Walkthroughs and observations for implementation of professional learning in the classroom; feedback survey from staff regarding professional learning; Grade-level meeting form	Admin, All Staff, Content Specialist s
	4. Establish school-wide foundational ELA curriculum implementation with fidelity.	Budget, Title 1	a. Yearlong b. TKES observations, Instructional Facilitator monitoring, Grade-level collaborative meeting minutes forms, CCSS Curriculum Team walkthroughs	Admin

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners	
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A	
	Migrant	Race/Ethnicity/Minority	Students with Disabilities	
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.	

Effective Leadership

	Action Steps	Fundin g	a. Timeline for Implementation	Role Resp onsib le
			b. Method for Monitoring	
Evidence- based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	1. Admin bi-weekly review of Skills Block lesson plans to ensure they are data-driven and targeted to individual student needs.	N/A	a. Yearlong b. Review lesson plans in Google Drive/Folder and providing feedback in weekly grade level meetings	Admin
	2. Monthly admin walkthroughs using a monitoring checklist to provide feedback to staff; SBLT (Grade-level Chairs) monitoring of data and implementation of school-wide initiatives in grade levels	N/A	a. Yearlong b. Google Form-monitoring checklist, feedback conferences with each staff member, Data review in SBLT, Grade-level meeting form, CCSS Curriculum Dept. review/visits	Admin SBLT, All Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners	
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A	
	Migrant	Race/Ethnicity/Minority	Students with Disabilities	
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.	

Professional Capacity

	Action Steps	Fundin g	a. Timeline for Implementation	Role Resp onsib le
			b. Method for Monitoring	
Evidence- based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	1. On-going professional learning based on faculty needs - STAR 360, RAZ Kids, leveled, guided reading	Budget, District Funding, & Title 1	a. Yearlong b. TKES, Impact Check meetings, Instructional Facilitators, School-wide Professional Learning Plan/Calendar	Admin, All Staff
	2. Job-embedded professional learning on using goal-setting, effective feedback, and student-led conferencing; utilize teacher leaders to facilitate and support building teacher capacity and supporting the SIP	Budget	a. Yearlong b. Peer observation feedback/conferences, Impact Checks, Instructional Facilitators, Teacher Leaders, School-wide Professional Learning Plan/Calendar	Admin, All Staff

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners	
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A	
	Migrant	Race/Ethnicity/Minority	Students with Disabilities	
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.	

Family and Community Engagement

	Action Steps	Fundin g	a. Timeline for Implementation	Role Resp onsib le
			b. Method for Monitoring	

evidence-based action steps to be taken to achieve the goal.	1. Parent workshops with an academic focus	Title 1	a. Yearlong	Admin, Counselor, All Staff
			b. Title 1 Parent Engagement survey, school climate rating, sign-in sheets, parent reflection	
	2. Provide wrap-around opportunities (volunteering, education, support, Grantville library, Grantville Police Dept., Kiwanis) for parents and students	Title 1, School Budget, Donations	a. Yearlong	Admin, Counselor, All Staff
			b. Title 1 Parent Engagement survey, school climate rating, sign-in sheets, parent reflection	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.

Supportive Learning Environment

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
1. Refine PBIS structure, expectations and incentives and utilize student-led conferencing.		Budget, PBIS	a. Yearlong-PBIS Retreat in July	Admin, PBIS Team, All Staff
			b. Bi-monthly PBIS Meetings, monthly faculty meetings to discuss data and expectations, Teacher referrals to counselor	
2. Implement weekly guidance lessons during specials (classroom, small group, & individual)		Budget, PBIS	a. Yearlong	Admin, Counselor, All Staff
			b. Guidance lesson plans, Guidance small group instruction based on data/needs, Teacher referrals to counselor	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.

[Insert Math Implementation Plan]

Math SMART Goal: During the 2018-2019 school year, we will increase by 20% the percentage of students scoring proficient and distinguished on the GA Milestones Math EOG assessments.

3rd Grade: Increase of 2 kids per grade level (20% gain is 7 students per class)

4th Grade: Increase of 2 kids per grade level (20% gain is 10 students per class)

5th Grade: Increase of 9 kids per grade level (20% gain is 3 students per class)

Coherent Instructional System

	Action Steps	Fundin g	a. Timeline for Implementation	Role Respo nsible
			b. Method for Monitoring	
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	1. Bi-weekly standards-based spiral assessments using at least 10 GCA Item Bank questions to drive direct, targeted instruction.	Title 1, Budget	a. Yearlong b. Bi-weekly admin lesson plan review, monthly admin walkthroughs, Friday grade level meetings checks	Admin, All Staff
	2. Bi-weekly Data Analysis using STAR Math 360, Pearson Summative, and IXL Math to determine targeted Skills Block/ flexible group instruction.	Title 1, Budget	a. Yearlong b. Grade-level Skills Block lesson plan, bi-weekly admin lesson plan review, monthly admin walkthroughs, Friday grade level meetings checks. EIP Instructional Facilitator	Admin, All Staff
	3. Establish school-wide foundational Math curriculum implementation with fidelity.	Title 1, Budget	a. Yearlong b. TKES observations, Instructional Facilitator monitoring, Grade-level collaborative meeting minutes forms, CCSS Curriculum Team walkthroughs	Admin, All Staff, Content Specialists, Teacher Leaders

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners	
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A	
	Migrant	Race/Ethnicity/Minority	Students with Disabilities	
N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided math groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.		

Effective Leadership

Evidence-based Action Steps: Describe the evidence-based	Action Steps	Fundin g	a. Timeline for Implementation	Role Respo nsible
			b. Method for Monitoring	

action steps to be taken to achieve the goal.	1. Admin bi-weekly review of Skills Block lesson plans to ensure they are data-driven and targeted to individual student needs.	N/A	a. Yearlong b. Review lesson plans in Google Drive/Folder and providing feedback in weekly grade level meetings	Admin
	2. Monthly admin walkthroughs using a monitoring checklist to provide feedback to staff; SBLT (Grade-level Chairs) monitoring of data and implementation of school-wide initiatives in grade levels	N/A	a. Yearlong b. Google Form-monitoring checklist, feedback conferences with each staff member, Data review in SBLT, Grade-level meeting form, CCSS Curriculum Dept. review/visits	Admin SBLT, All Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.

Professional Capacity

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
1.			a.	
			b.	
2.			a.	
			b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.

Family and Community Engagement

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
1. Parent workshops with an academic focus		Title 1	a. Yearlong	Admin, Counselor, All Staff
			b. Title 1 Parent Engagement survey, school climate rating, sign-in sheets, parent reflection	
2. Provide wrap-around opportunities (volunteering, education, support, Grantville library, Grantville Police Dept., Kiwanis) for parents and students		Title 1, School Budget, Donations	a. Yearlong	Admin, Counselor, All Staff
			b. Title 1 Parent Engagement survey, school climate rating, sign-in sheets, parent reflection	

Supplemental Supports: What supplemental action	Economically Disadvantaged	Foster and Homeless	English Learners
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steps will be implemented for these subgroups?	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
	N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.

Supportive Learning Environment

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Refine PBIS structure, expectations and incentives and utilize student-led conferencing.	Budget, PBIS	a. Yearlong-PBIS Retreat in July	Admin, PBIS Team, All Staff
			b. Bi-monthly PBIS Meetings, monthly faculty meetings to discuss data and expectations, Teacher referrals to counselor	
	2. Implement weekly guidance lessons during specials (classroom, small group, & individual)	Budget, PBIS	a. Yearlong	Admin, Counselor, All Staff
			b. Guidance lesson plans, Guidance small group instruction based on data/needs, Teacher referrals to counselor	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Use support personnel (EIP, SPED, Gifted) to provide targeted, individualized instruction. Maximize direct instruction with the master schedule.	Backpack Buddies, Abby's Closet, Utilize guidance counselor and School Social Worker to support families, Collaborate with Cafeteria Manager to provide extra food support for families.	N/A
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
N/A	Monitor subgroup performance on STAR 360 and RAZ Kids and adjust morning leveled, guided reading groups as needed. Provide free, after school tutoring targeted towards student needs.	Build the curriculum, instruction, & assessment capacity of SPED teachers; monitor spiral assessments of SPED students & adjust flexible groups based on progress and needs.	

Evidence-based Strategy/Intervention

4. ESSA Requirements to Include in your Schoolwide Plan

- a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

List **interventions** such as programs, strategies, activities, software, staff (instructional coach, support teacher, paraprofessional, CSR teacher), professional learning, behavior reform, and attendance strategies you plan to implement to improve student achievement. Research your intervention and indicate the evidence-based level.

Resources that can be used to help identify the evidence-base level:

[What Works Clearinghouse](#) [Best Evidence Encyclopedia](#) [Evidence for ESSA](#) [Child Trends](#)

If you can not find your program on one of these websites, then you will need to contact the company/vendor to provide the research to help determine the level of evidence. Link the research within the chart.

[Evidence-Based Interventions Powerpoint 2017](#) --explains the different levels of evidence

[Evidence-Based Interventions Powerpoint 2018](#)

Evidence-Based Strategy/Intervention	List Subject: Math, ELA, or Other Subjects/Discipline	Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one			
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence
Response to Intervention	ELA, Math, Behavior	X (1.29)			
Phonics Instruction	ELA		X (0.70)		
Identified Learning Goals	ELA and Math		X (0.68)		
Metacognitive Strategies	ELA and Math		X (0.60)		
Direct Instruction	ELA and Math		X (0.60)		
Small Group Instruction	ELA and Math		X (0.47)		
Early Reading Instruction	ELA		X (0.44)		
Cooperative Learning	ELA and Math		X (0.40)		
Goal Setting	ELA and Math		X (0.58)		
Specific Feedback	ELA and Math		X (0.48)		
Integrating Prior Knowledge	ELA and Math	X (0.93)			
Cognitive Task Analysis	ELA and Math	X (1.29)			

Schoolwide Plan Development

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

[Briefly discuss how this need will be addressed]

Glanton's Schoolwide Plan development period will always begin with input from all stakeholders. Starting in May, 2018 parents, teachers, and staff members were asked to provide input about school improvement planning and revision of the school improvement plan for the upcoming school year (2018-19). Our one-year plan outlined in this document and based on ongoing academic interventions, professional learning, and parent involvement activities will ensure that our faculty, staff, and families have all the tools needed to insure the success of every student.

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

The School Building Leadership Team (SBLT), PTO and administrative team will continue to seek input from staff, students, and parents about Glanton's Schoolwide and Title I plan throughout the year.

Parents will receive a copy of Glanton Elementary School's Parent Involvement Policy and a calendar of parent involvement opportunities at our Annual Title I Meeting in August. Student-Teacher-Parent Compacts will be explained at a school-wide Open House during the first month of school. Copies will be available for all parents. These documents and the Parent Information Resource Center will be discussed at Open House and also at subsequent PTO meetings, SBLT meetings, and in the school newsletter. Parent involvement tips will be posted in each newsletter, and opportunities for parent involvement will be routinely posted on the school's website.

Our goal is to provide parents with opportunities to share experiences and participate in decisions that impact the education of their children. We will utilize an automated calling system to routinely remind parents about school activities and events and to encourage their participation.

c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

[Briefly discuss how this need will be addressed]

Glanton will use summative test results, parent survey results, and other needs assessment data to revise our Schoolwide Improvement Implementation Plan. Various stakeholders will be involved in the analysis of this data and in the planning for the year. These results will be reported to our stakeholders through newsletters, phone calls, and at parent conferences as they affect instruction, student scheduling, placement, and even teacher assignments. Our SIP will be reviewed in monthly SBLT and faculty meetings with staff as well as in PTO and parent input meetings to monitor our progress toward our school improvement goals and the effectiveness of instructional practices and interventions. Representatives from administration, SBLT, and faculty are actively involved in reviewing and analyzing the data as the School Improvement Plan is evaluated throughout the year. This may result in some revisions to instructional practices and interventions to meet students' needs and provide them opportunities to be successful.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

[Briefly discuss how this need will be addressed]

A copy of the Schoolwide Title I Plan and School Improvement Implementation Plan will be on record at the Coweta County School System central offices. Copies will be available for parents and the public to review in the Parent Resource Center of Glanton Elementary School as well as on the school's website. All stakeholders will be able to provide feedback using our Feedback Form which will be available as a hard copy and electronically.

Parent and Family Engagement

4. ESSA Requirements to Include in your Schoolwide Plan

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners

i. Building Parent Capacity

(Addressed in the Parent and Family Engagement Plan and through parent and family engagement learning opportunities)

ii. Building Staff Capacity

(Addressed in the Parent and Family Engagement Plan and through professional learning on building staff capacity)

Middle and High School Transition

4. ESSA Requirements to Include in your Schoolwide Plan

c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

- i. through coordination with institutions of higher education, employers, and other local partners; and
- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

[Briefly discuss how student transition to middle, high, and post secondary education will be addressed]

The transition from elementary school to sixth grade in middle school can be difficult. Glanton Elementary School administrators, teachers, and staff work to ease this transition for our rising sixth graders.

The principal, counselor, and/or Special Education In-School Coordinator visit feeder elementary schools in the spring to talk to fifth graders or to assist in preparing IEPs for rising sixth grade students with disabilities. They discuss curriculum, class changes, opportunities, schedules, and many other topics of interest to these students and their parents. A Parent Orientation Night is held at the middle school near the end of the school year for all parents of rising sixth graders. Expectations for behavior and responsibility are explained, including the anti-bullying program. These parents tour the building, meet the teachers and administrators, and listen to presentations on goals, organizational strategies, curriculum summaries, and opportunities for their new middle schoolers.

An "Orientation - Meet the Teachers" opportunity is held the day before the new school year begins. Students and parents can visit the school at a specified time to meet their team of teachers, tour the school building, locate their classrooms, and satisfy questions about transportation, etc., before school begins the next day.

During the second half of the school year, fifth graders and their teachers will begin to talk about middle school courses, requirements, and opportunities offered in grades 6-8. We plan to invite representatives from the feeder middle school, including counselors, teachers, and students, to visit the elementary school to talk to fifth graders about required courses, electives, homework requirements, and extra-curricular activities.

A "Vertical Planning" meeting will be held in May, 2019, with sixth grade teachers at our feeder middle school where teachers will discuss and plan a seamless flow of instruction and mastery for all students with the increasingly difficult curricula.

Progress Monitoring (Impact Checks)

Principals meet with district leaders to discuss SMART goals, implementation plans, action steps with evidence-based interventions, and progress)

Date:	[Link PowerPoint presentation]
Date:	[Link PowerPoint presentation]
Date:	[Link PowerPoint presentation]
Date:	[Link PowerPoint presentation]

Annual Evaluation of the School Wide Title I Program/School Improvement Plan

[The annual evaluation of the programs and evidence-based interventions will be completed at the end of the school year by June 13, 2019]

Identify Needs: What were the prioritized needs and goals based on the CNA?	Evidence
	<ul style="list-style-type: none">• Talk with many people who have a stake in the improvement• Collect information from many places to decide the needs of students and teachers.• Identify the processes in the school that are broken and are causing the needs

Select Interventions: What were the evidence-based interventions?	Evidence
	<ul style="list-style-type: none">• Consider all the evidence for needed improvement• Research possible interventions• Determine if staff has the capacity to implement possible interventions

Plan Implementation: What were the action steps?	Evidence
	<ul style="list-style-type: none"> ● Identify roles and responsibilities of those implementing the intervention ● Develop a team that will deeply understand the intervention and of the best ways to implement it. ● Develop the implantation timeline. ● Identify resources and supports needed for the implementation of the intervention ● Develop a set of information to be reviewed to track the implementation]

Implement Plan: How were the actions steps carried out and monitored?	Evidence
	<ul style="list-style-type: none"> ● Collect information to monitor the quality of supports being provided for the implementation ● Consider what additional information is needed to determine if the intervention is working. ● Assess the degree to which the implementation is being followed ● Identify ways to break down any barriers ● Build capacity of others to facilitate the improvement process now and in the future

Examine Progress: What were the effects of the interventions? Did they define the goals?	Evidence
	<ul style="list-style-type: none"> ● Determine if the staff can formally study the effects of the intervention to share with others in the field ● Monitor implementation and progress against the defined goals ● Define reasonable expectations for success ● Identify and track progress and performance Develop a plan for how

	<p>knowledge about the intervention will be shared with others</p> <ul style="list-style-type: none"> • Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
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Budgeting: Did the plan drive the budget (staff, programs, software, supplies, equipment, etc)?	Evidence
	<ul style="list-style-type: none"> • Use the evidence to determine whether the school wide initiatives should continue as is, be modified, or be discontinued <p style="text-align: center;"><i>(Expenditures)</i></p>

Family and Community Engagement	Evidence
	<ul style="list-style-type: none"> • Welcoming all families in the community • Communicating effectively with families/community • Supporting student success • Empowering Families • Sharing leadership with families/the community • Collaborating with the community <p style="text-align: center;"><i>(Parent & Family Engagement Involvement Plan)</i></p>