



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

NAME OF SCHOOL/PRINCIPAL: Elcan King Elementary/Jennifer Wilkinson		
NAME OF DISTRICT/SUPERINTENDENT: Decatur County/Tim Cochran		
<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

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal Jennifer Wilkinson _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Jennifer Wilkinson	Principal	
Christy Cox	Assistant Principal	
Chrissy Mueller	Lead Teacher	
Janie Reynolds	Pre-K Teacher	
Sarah Giddens	Kindergarten Teacher	
Dana Swicord	First Grade Teacher	
Kelly Crews	Second Grade Teacher	
Heather Brown	Third Grade Teacher	
Amber Esquivel	Fourth Grade Teacher	
Peyton Jordan	Special Education Teacher	
Kimberly Barthel	Enrichment Teacher	
Betty Burke	Paraprofessional	
Sherry Anderson	Parent	
Ryan Giddens	Parent	
Tiffany Madge	Parent	

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

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

School Designated as a Priority School No (Yes or No) School Designated as a Focus School No (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Student academic need	Evidence of need	Possible action	Implications/ impact of action	Priority
<p>Discipline: Decrease the number of discipline referrals</p>	<p>-Monthly Discipline Reports to show number of office referrals</p>	<p>-Cougar Paw Store once a month on Friday -Friday extra recess once a month -Friday Grade Level celebration once a month -Friday celebration during enrichment once a month -Showing PBIS videos the first two weeks of school to demonstrate positive behavior -Teachers will use PBIS videos as needed to redirect behavior -Morning announcements-reinforce positive behavior</p>	<p>-Decrease the number of discipline referrals</p>	<p>1</p>
<p>Lexile: Increase the percentage of students achieving at grade-level Lexile Targets</p>	<p>-ISTATION Report -Charts -GMAS Lexiles</p>	<p>-ISTATION -Classroom Lexile Chart -Parent Reading Log (Parents read with students)</p>	<p>-Increase the percentage of students achieving at grade-level Lexile Targets</p>	<p>2</p>

		<p>20 minutes a night)</p> <ul style="list-style-type: none"> -Lexile tracking by school and student -Reading standards taught through science and social studies content -Adams: Seeing Stars Intervention (K-1) -Below level reading will receive strategic targeted intervention (30min.) through Decoding Powers and Seeing Stars Strategies -Moby Max -Social Studies/Science content in Reading 		
<p>Constructed Response and Writing:</p> <p>Increase and Improve writing across all subject areas</p>	<ul style="list-style-type: none"> -Student writing samples - K-2 writing performance when entering 3rd grade -examining student work - student's motivation about writing -SLO Constructed Response results 	<ul style="list-style-type: none"> -Journey's Program in 3rd -4th Reading with a focus on writing this school year -15 minutes of writing time allotted in master schedule for all grade levels. -Include constructed response on all chapter and unit tests -PLC time focusing on 	<p>-Increase and Improve writing across all subject areas</p>	<p>3</p>

	-Focus on Narrative	writing for teacher -Write Score resources in 3 rd and 4 th -Istation writing training and usage		
Math: Increase the amount of students scoring at a level 3 or 4 on GMAS.	-ILearn Reports -GMAS scores	-Math morning work 7:40-8:00 (word problems) -3 rd and 4 th grade morning students completing ILearn 3 days a week (7:00-7:50) September –April -Math RESA Professional Development	Increase the amount of students scoring at a level 3 or 4 on GMAS.	4
Students with a Disability: Decreasing the number of students with a disability not meeting on GMAS.	-GMAS Scores -CCRPI Flag Report	-Targeting SWD for morning school to get instruction through Istation three time a week (7:00-7:50) September – April -Intervention time worked into daily schedule for SWD (45 mins) 3 rd and 4 th grade: Additional Decoding Powers, Seeing Stars Strategies; K-2 nd grade: Seeing Stars Strategies	Decreasing the number of students with a disability not meeting on GMAS.	5

Use additional pages as needed

SMART GOAL #1 Student Lexile scores will increase as measured by CCRPI. Grade 3-(650 Target) Third Grade Lexile scores will increase from 54.8% to 60%. Grade 4- (750 Target) Fourth Grade Lexile scores will increase from 52% to 60%.
 (SWP 2, 7, 9, 10)

Georgia School Performance Standard Timeline	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		
August-May	Grades K-4	<ul style="list-style-type: none"> -Tracking Lexile Scores by student, class, grade levels, and school -Encouraging parents to read with students at home for 20 minutes -Rewarding the student with the most Lexile growth in each grade level (super hero cape) -Reading teachers rewarding students that have lexile growth for the month -Providing instruction in science, social studies, and math based on student's lexile -Adams: Seeing Stars Intervention (K-1) -Below level readers will receive strategic targeted interventions (30 min.) through Decoding Powers and Seeing Stars Strategies (K-4) -Reading Street Leveled Readers -Increase usage in Istation Interventions -Moby Max instruction 	Table E -Istation reports -Lexile charts -leveled and guided reading using student lexiles	-Istation Reports -Charts -Seeing Stars Data -Decoding Powers Data -Decrease in "E" letter status	-Monthly Istation Lexile Report -"E" status K-2 -Fluency reads 3-4	

SMART GOAL #2 Increase and improve writing across all subject areas. On the writing GMAS part, EKE will have 50% of 3rd and 4th grade students receiving a score of a 3 or 4 on the narrative writing and extended writing.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard Timeline	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		
August-May	Grades K-4th	<ul style="list-style-type: none"> -PLC time for teachers on writing -Vertical Planning -Incorporating writing into every subject -Providing parents with a writing workshop -Sentence starters sent home for parents to practice writing at home -Focus on writing in Journeys 3rd and 4th grade -Write Score resources in 3rd and 4th grade -Journeys' writing resources in K-2 -D. Jump Writing resources in KGN -Istation Writing -My Write Smart/Journeys 	<ul style="list-style-type: none"> -Student Writing Samples -Exemplar Papers 	<ul style="list-style-type: none"> -Student writing samples -examining student work -student's motivation about writing -Write Score Results -GMAS results 	<ul style="list-style-type: none"> GMAS Writing Scores Write Score Data 	

SMART GOAL #3 Decreasing the number of Students with a Disability not meeting on GMAS. 3rd Grade: Decrease the number of students scoring a 1 from 75% to 50%. 4th Grade: Decrease the number of student scoring a 1 from 72% to 50%

(SWP 2, 7, 9, 10)

Georgia School Performance Standard Timeline	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		
August-May	Grades K-4	<p>-Targeting SWD for morning school participating in ILearn and Istation instruction (7:00-7:40) September – April</p> <p>-Intervention time worked into daily schedule for SWD (30 minutes) 3rd and 4th: Decoding Powers, Seeing Stars Strategies; Grades K-2: Seeing Stars Strategies</p>	<p>-Decoding Powers Tracking Form</p> <p>-Seeing Stars Tracking Form</p> <p>-Istation Reports</p>	<p>-Reading Placement Test</p> <p>-Istation Reports</p> <p>-GMAS Scores</p> <p>-CCRPI Flag Report</p>	-GMAS Results	

Professional Learning Plan to Support School Improvement Plan

(SWP 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
Writing: Extended Writing and Narrative	September and January	Administration Lead Teacher Teachers	Daily in all subject areas some form of writing should be implemented. Lesson Plans Student examples of Writing	Student writings Exemplar Papers GMAS Writing Scores Write Score Results GADOE Writing Webinar Series Journeys PLU Istation PLU Nancy Slocumb PLU	
Math	August-May	Teachers Administration Lead Teacher	Lesson Plans Increase knowledge of math standards Increase in math rigor	Math Professional Development at RESA iLearn Report (scores)	

Highly 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.

The Decatur County Human Resources Department strives to hire, retain, and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools. The Human Resources Department maintains the personnel data based and ensures that 100% of teachers are highly qualified. Decatur County Schools does not employ teachers that are not highly qualified and our school and county will continue to hire teachers and/or paraprofessionals that are highly qualified based on the standards established by the State of Georgia. If there were ever a situation where students were not being instructed by a highly qualified teacher or long-term substitute, parents would be notified in writing. Elcan-King Elementary employs 100% highly qualified teachers and paraprofessionals.

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>

Table B
Elcan King Elementary
Goal: Increase student attendance
%=Missing 6 days or more

2013 Attendance	2014 Attendance	2015 Attendance	2016 Attendance	2017 Attendance	2018 Target
95.5%	95%	54.1%	55.7%	55%	40%
Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target

Table C
Goal: Increase Teacher/Leader/Staff attendance

School Level	2013 Attendance	2014 Attendance	2015 Attendance	2016 Attendance	2017 Attendance	2018 Target
Certified	86%	95%	93%	91%	92%	98%
Non Certified	86%	94.7%	92%	93%	94%	98%
Leadership	100%	93%	95%	96%	95%	98%

Elcan King Elementary

Table D

Goal: Decrease the number of days of OSS and ISS

School Level	2013 Suspensions	2014 Suspensions	2015 Suspensions	2016 Suspensions	2017 Suspensions	2018 Target
OSS	68 days	229 days	100 days	34 days	27 days	20%
	Actual	Actual	Actual	Actual	Actual	TARGET
ISS	8 days	22 days	30 days	2 days	5 days	3%
	Actual	Actual	Actual	Actual	Actual	TARGET

Elcan King Elementary

Table E (Choose what is needed for your school)

Goal: Increase the percentage of students achieving Lexile Targets

Schools	2013	2014	2015	2016	2017	2018
Elementary 3rd	52%	58%	44%	37%	55%	60%
650 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target%
Elementary 4th	76.3%	65.2%	51%	60%	52%	60%
750 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target%

Elcan King Elementary

Table F - 1

Goal: Increase the percentage of Student Growth Percentiles 35 and higher in all content areas of Elementary or Middle School

Elementary	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target
Reading	65.5%	70%	40.5%	40%	%	50%
Language Arts	%	%			%	
Math	80%	61%	68%	48%	%	58%
Science	50%	39.5%	47%	55%	%	N/A%
Social Studies	62%	47.5%	48%	33%	%	N/A%

Elcan King Elementary

Table G

Goal: Increase the Percentage of Achievement Gap Points Earned

School Level	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target
Achievement Gap Points	9%	3%	5.8%	5%	%	6%

Table H

Goal: Increase CCRPI Scores

2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target
77	65.5	79.6	67.3		79