

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

NAME OF SCHOOL/PRINCIPAL: Potter Street Elementary/ Christy Cox
NAME OF DISTRICT/SUPERINTENDENT: Decatur County/Tim Cochran, Superintendent
<input type="checkbox"/> Comprehensive/Support School <input type="checkbox"/> Targeted/Support School <input checked="" type="checkbox"/> Schoolwide/Title I School <input type="checkbox"/> Targeted Assistance/Title I School <input type="checkbox"/> Non-Title I School <input type="checkbox"/> 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 *Christy Cox* _____ Date _____
 Title 1 Director *Chip Davis* _____ Date _____
 (Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Jennifer Wilkinson	Principal	
Christy Cox	Assistant Principal	<i>Christy Cox</i>
Tammi Godwin	Lead Teacher	<i>Tammi Godwin</i>
Janie Lockard	PK Teacher	<i>Janie Lockard</i>
April Hampton	KGN Teacher	<i>April Hampton</i>
Mickie Ard	First Teacher	<i>Mickie Ard</i>
Holly Burdick	Second Teacher	<i>Holly Burdick</i>
Carol Watts	Third Teacher	<i>Carol Watts</i>
Lisa Baty	Fourth Teacher	<i>Lisa Baty</i>
Tammy Tully	SPED Teacher	<i>Tammy Tully</i>
Samantha Palmer	Enrichment Teacher	<i>Samantha Palmer</i>
	Support Staff	

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 _____ (Yes or No) School Designated as a Focus School _____ (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>ELA/Lexile/Writing</p> <p>Student lexile scores will increase as measured by CCRPI.</p> <p>* 4th grade student will increase from 34% to 44% with a lexile of 840 or higher.</p> <p>* 3rd grade will increase from 25% to 35% with a 670 or higher lexile.</p> <p>* 2nd grade will increase from 49% to 59% with a 500 or higher lexile.</p> <p>* 1st grade will increase from 32% to 42% with a 350 or higher lexile.</p> <p>Increase and improve purposeful writing across all content areas. On the writing GMAS section, PSE will increase scores as listed below:</p> <p>Extended Writing-Students scoring a 6 or 7</p> <p>3rd Grade will increase from <u>11%</u> to <u>21%</u>.</p> <p>4th Grade will increase from <u>14%</u> to <u>24%</u>.</p> <p>Narrative Writing-Students scoring at a 3 or 4.</p> <p>3rd Grade will increase from <u>24%</u> to <u>34%</u>.</p>	<p>-Istation Reports</p> <p>-Student Data Tracking sheets</p> <p>-Journey's assessment data</p> <p>-KGN ELA scores from GKIDS Readiness</p> <p>-GMAS performance & Writing data</p> <p>-WriteScore Data</p> <p>-1st and 2nd Grade Common Assessments</p>	<p>-Visual classroom/grade level Lexile data tracker</p> <p>-Top Lexile grade level winner monthly</p> <p>-Journey's Program in 3rd and 4th grades</p> <p>-Double Dip Lessons in SRA</p> <p>-Constructed Response on Common Assessments</p> <p>-Istation instruction (ISIP) monthly</p> <p>-Utilize "Book-It" to reward students</p> <p>-Students/teacher conferences with DATA sheets on students' lexile levels and ISIP scores after monthly ISIP is given</p> <p>-Tracking data in data notebook/spreadsheets</p> <p>-Use of Readworks.org for higher rigor</p> <p>-Write Score resources in 3rd and 4th</p> <p>-Rainbow Rubric in K-2nd</p> <p>-Ready Writing for 2nd Grade</p> <p>-Academic Language and conversation cards as needed</p> <p>-graphic organizer for us of writing</p> <p>ELA morning work 7:40-8:00</p>	<p>-Increase the percentage of students achieving at Levels 3 & 4.</p> <p>-Increase the percentage of students achieving at grade-level Lexile targets.</p> <p>-Improve writing across all subject areas</p> <p>-Improve student performance in fluency and comprehension</p>	<p>1</p>

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<p>4th Grade will increase from <u>14%</u> to <u>24%</u>.</p>	<p>Math</p> <p>Increase number of third grade students scoring at level 3 or 4 from <u>51%</u> to <u>61%</u> on Math section of GMAS.</p> <p>Increase number of fourth grade students scoring at level 3 or 4 from <u>30%</u> to <u>40%</u> on Math section of GMAS.</p> <p>-Kindergarten students will increase performance on IKNOW EOY assessment from 50%-60%.</p> <p>-First grade students will increase performance on IKNOW EOY assessment from 67%-77%.</p> <p>-Second grade students will increase performance on IKNOW EOY assessment from 63%-73%.</p>	<p>-Learn Reports</p> <p>-KGN Math scores from GKIDS Readiness</p> <p>-GMAS student performance data</p> <p>-Student Data Tracking Sheets</p> <p>-Ready Math Assessments</p>	<p>-Tracking data in data notebook/spreadsheets</p> <p>-Visual classroom/grade level ILearn mastery data tracker</p> <p>-Timed fact drills / Whiz Quiz</p> <p>-Constructed Responses</p> <p>-Math morning work 7:40-8:00 (word problems)</p> <p>-Ready Math</p> <p>-Daily ILearn instruction</p>	<p>-Increase the percentage of students achieving at Levels 3 & 4 on GMAS</p> <p>-Increase EOY Ilearn math mastery</p> <p>-Increase mastery of fact fluency</p>	<p>2</p>
<p>Digital Learning</p>	<p>-Ready Reports</p>	<p>-Ready Instruction in Math and ELA</p> <p>-Google Classroom Instruction</p>	<p>-Increase instruction in ELA and Math through digital learning as needed</p>	<p>3</p>	

Use additional pages as needed.

SMART GOAL#1 (Specific, Measureable, Attainable, Results-Based, and Time-Bound) (SWP 2,7,9,10)

Student lexile scores will increase as measured by CCRPI. 44% of 4th grade students will reach a lexile of 840 or above.

35% of 3rd grade students will reach a lexile of 670 or above. 59% of 2nd grade students will reach a lexile of 500 or above. 42% of first grade students will reach a lexile of 350 or above.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP?)	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		
To be completed during the school year 2020-2021.	K-4	<ul style="list-style-type: none"> -Track Lexile Data / Visual for students by class and grade level -Use data sheets for student conferences -Utilize Read Works, Moby Max, and Journeys to provide differentiated instruction for ELA -Provide instruction in social studies and science based on students' Lexile levels from IReady -K-2 teachers will double dip SRA reading lessons -Encourage students to read at home daily -Reading workshop provided to parents 	<ul style="list-style-type: none"> -IReady Usage -leveled and guided reading using student Lexiles -ELA Course & Pacing guides -Integrated Course Maps with Learning Targets -Lesson Plans 	<ul style="list-style-type: none"> -IReady Reports -Charts -Seeing Stars Data -Decoding Powers Data -Decrease in "E" letter status 	<ul style="list-style-type: none"> -Monthly IReady student/class growth reports -SRA data for K-2 -Assessments in grades 3-4 (Journeys) 	

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
 Increase and improve purposeful writing across all content areas. On the writing GMAS section, PSE will have 34% of 3rd grade students receiving a score of a 3 or 4 on the narrative and 21% of students receiving a 6 or 7 on the extended writing. 24% of 4th grade students will receive a score of a 6 or 7 on the extended writing and 24% of 4th grade students will score a 3 or 4 on the narrative writing.
 (SWP 2.7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
To be completed during the school year 2020-2021.	K-4	<ul style="list-style-type: none"> -PLC time for teachers on writing -Incorporating writing into every content area -Journeys Writing in 3rd and 4th grade -Write Score resources in 3rd and 4th -Ready Writing for 2nd grade -Rainbow rubric for K-2nd -IReady Writing 	<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 scores 	<ul style="list-style-type: none"> -GMAS Writing Scores -Write Score Data -Nine week writing grades 1st - 4th 	

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

Increase the number of third grade students scoring at a level 3 or 4 on GMAS from 51% to 61%. Increase the number of fourth grade students scoring at a level 3 or 4 on GMAS from 30% to 40%.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
To be completed during the school year 2020-2021.	K-4	<ul style="list-style-type: none"> -Track IReady Assessment Data -Visual Chart for students -Student conference with data sheet -Increase iLearn usage -Use Moby Max instruction in grades K-4 -Differentiation will be included in Math Lessons -Utilize READY Math program with fidelity -Consistently analyze student work and revise instruction as needed -Collaborative planning for effective lesson plans -Math morning work 7:40-8:00 (word problems) 	<ul style="list-style-type: none"> -List CCRPI table number -Math Course Maps/Pacing Guides -Integrated Course maps -Lesson Plans -Math Journals and/or interactive Notebooks -iReady Assessment 	<ul style="list-style-type: none"> -iReady Reports -GMAS Report 	<ul style="list-style-type: none"> -Instructional Rounds -Data shows that students are mastering standards assessed by common assessment -iReady usage and growth reports 	

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	Ongoing	Lead Teacher Administrators Teachers	Lesson Plans and Observations	GMAS scores	
Math-Modeling of Ready Math Lessons	Ongoing	Lead Teacher Administrators Teacher	Lesson Plans and Observations	GMAS scores iLearn Reports	
Distance Learning	Ongoing	Lead Teacher Administrators Teacher Leaders	Lesson Plans and Observations	Reports from software programs	

Professionally Qualified Staff
(SWP 3.5)

All courses are taught by professionally qualified staff. No (Yes or no)
If no, explain

Although Decatur Counties Professional Qualifications requires only a clearance certificate, we are unable to waive PQ for our teachers who teach our exceptional education population. However, we are continuing to strive to gain appropriate certifications so that all of our exceptional education teachers meet the PQ requirements under ESSA.

List efforts to recruit professionally 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 to be 100% PQ. Decatur County Schools strives to hire teachers and paraprofessionals that are 100% PQ in all areas, while continuing to follow the ESSA and district PQ requirements.

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers. Sec. 1111 (g)(1)(B)

Decatur County Schools continues to work to attract and retain professionally qualified applicants, both teachers & school leaders, and continues to encourage employees to expand their knowledge/certification to meet critical need areas. Continuous professional improvement is offered to educators in Decatur County Schools by providing a myriad of professional development opportunities, through Professional Learning Communities (PLC). Administrators & other school leaders provide increased knowledge in various topics. By providing professional development and professional learning communities, Decatur County promotes highly effective teachers. To ensure that ineffective teachers do not continuously teach minority and/or economically disadvantaged students, professional learning is mandated to support new teaching strategies and techniques. Teacher Key Effectiveness System is to monitor the effectiveness of all Decatur County teachers.

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>

Potter Street Elementary
Table B

Goal: Increase student attendance

2016 Attendance	2017 Attendance	2018 Attendance	2019 Attendance	2020 Target	2021 Target
82%	65%	80%	65%	COVID 19	85%
Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Preliminary

Table C

Goal: Increase Teacher/Leader/Staff attendance

School Level	2016 Attendance	2017 Attendance	2018 Attendance	2019 Attendance	2019 Attendance	2021 Target
Certified	96%	97%	96%	93%	COVID 19	97%
Non Certified	97%	96%	94%	93%	COVID 19	97%
Leadership	99%	97%	96%	100%	COVID 19	100%

Potter Street Elementary
Table D

Goal: Decrease the number of days of OSS and ISS

School Level	2016 Suspensions	2017 Suspensions	2018 Suspensions	2019 Suspensions	2020 Suspensions	2021 Target
OSS	8 days	29 days	19 days	35 days	COVID 19	30 Days
	Actual	Actual	Actual	Actual	Actual	Target
ISS	1 days	16 days	1 days	8 days	COVID 19	5 Days
	Actual	Actual	Actual	Actual	Actual	Target

Table E (Choose what is needed for your school)

Goal: Increase the percentage of students achieving Lexile Targets

Schools	2016	2017	2018	2019	2020	2021
Elementary 3rd	55%	51%	55%	25%	COVID 19	40%
650 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target

Potter Street Elementary

Table F - I

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

Elementary	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target	2021 Target
Reading	37%	46%	39%	47%	Covid 19	50%
Language Arts						
Math	56%	54%	45%	38%	Covid 19	45%
Science	49%	%	%	%	Covid 19	
Social Studies	45%	%	%	%	Covid 19	

Potter Street Elementary

Table G

Goal: Increase the Percentage of Achievement Gap Points Earned

School Level	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Target
Achievement Gap Points	NA%	NA%	NA%	NA%	Covid 19	%

Table H

Goal: Increase CCRPI Scores

School Level	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Target	2021 Target
Overall Score	80.1	85.8	56.5	59	Covid 19	60

Required Questions:

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included. [Sec. 2103(b)(2)]

Parents were given opportunities at the school and district level for all Title I meetings to offer suggestions and provide feedback. During school council members/community conversations stakeholders are given the opportunity to offer feedback and suggestions for the upcoming school year. Faculty are given the opportunity to participate in data analysis reviews, which occur throughout the school year. Needs are identified in this process. The Leadership Team/ School Wide Plan team then develops plans to target these areas of weakness in this current plan and the school's needs of the most at-risk students and action steps are planned.

Parents, students and community partners are invited to provide input and feedback. Parents & stakeholders are invited to the school wide plan meeting where we discuss the needs of our school and ask for input on the spending plan (1% Parent Family Engagement). Parents are also offered to submit feedback to the school at any time during the school year, as the form is supplied on our school website.
2. Provide a description of the Title I instructional program begin implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school.
Sec. 1114(b)(7)(ii)

Potter Street Elementary implements a school-wide Title 1 plan. Our plan includes strategies, which specifically address our school wide goals of improving Literacy and Math student performance. Potter Street will use different strategies/methodologies to make sure we address the needs of the most academically at risk students in the school. Small group instruction will be used as a teaching method to differentiate the learning for students. Paraprofessionals are also trained to be included in small group instruction to help promote learning for all learners. Students that are not reading on grade level will be provided with supportive instruction using Decoding Powers and Seeing Star Intervention or strategies. Computer based programs (iReady ELA and Math) will track student growth. Both of these programs allow students to work on their individualized learning path. We address specific needs of at risk students through the implementation of the RTI process. We support the academic and emotional success of our homeless and foster student by encouraging that they remain at their school of origin while providing support for these families.

3. Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education program to local elementary school programs. Sec 1114 (b)(7)(V).

Decatur County School System partners with the Headstart school to help make the transition easy for those preschool students going into Kindergarten. An administrator and a kindergarten teacher go to Headstart to meet with parents and discuss the transition. Specific information is given on how to prepare your child for kindergarten and what they will need to know in order to be successful. Decatur County also participates in Babies Can't Wait. This program allows the school system to identify those students that have learning disabilities early and provide interventions at an early age.

4. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Positive behavior practices will be implemented so a more proactive approach to discipline will be followed. PSE will use the Class Dojo reward system to reward students weekly if they show expected behaviors throughout the week. Students will have the opportunity to participate in extra recess, grade level activities, and the Pride Store if they maintain 85% of positive behavior.

5. Define how your interventions are evidence-based; or other effective strategies to improve student achievement.

Interventions at Potter Street Elementary are evidence-based in order to improve student achievement. Two of these programs used as effective research based strategies are IReady (Reading Program) and IReady (Math Program). Both of these programs provide instruction to students at their individualized level. Seeing Stars Interventions and Decoding Powers is used for those students that are reading below grade level. Data notebooks are kept as an artifact to support the need for student intervention. Small group instruction is the teaching method that teachers use to help differentiate learning for all students. Paraprofessionals are also trained to be included in small group instruction to help promote learning for all learners.

6. Describe how the school will implement effective parent and family engagement strategies.

Potter Street Elementary will implement effective parent and family engagement activities. Activities will include three parent nights offered during the year. Parent nights will be centered on the school's smart goals. Other activities that parents can engage in with their child are the grade level

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parent luncheons, carnivals, and field day. Potter Street will host bring your parent to P.E. this school year as well as bring your parent to Music. Parents will get to attend enrichment with their child/children. Parents will exercise with their child/children for an hour. Other opportunities for parents are for them to use the parent portal to access grades, ClassDojo to access behavior, and the school website for important announcements and calendar dates. Parents are provided a copy of the school compact and the parent engagement plan at the beginning of the year. The school administration and staff will go out into the community to meet with parents and assist them with how to help their child at home. Strategies are provided to the parents about how to help with homework. During the community visits, parents have access to the internet to check parent portal. Early Learner workshops are offered to parents that have Pre-K and Kindergarten children. These workshops show the importance of literacy and provide parents with strategies they may use at home to help their child read.