SCHOOLWIDE IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:
Jasper County Primary School- Pam Edge- Principal of Jasper County Primary School

NAME OF DISTRICT/SUPERINTENDENT:
Jasper County- Mr. Kenny Garland- Superintendent of Jasper County Schools

□ Comprehensive Support School	□ Targeted Support School	☑ Schoolwide Title 1 School
□ Targeted Assistance Title 1 School	□ Non-Title 1 School	□ Opportunity School

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

SIGNATURES:

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

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Pam Edge	Principal, BST	
Dr. Patti Hobby	Assistant Principal, BST	
Jessica Ravenel	Instructional Coach, BST	
Autumn Swarner	counselor, BST	
Melanie Cagle	teacher Kindergarten, BST, SGT	
Laurie Robinson	teacher 1st grade, BST	
Shelley Tingler	media specialist	
Shanon Willard	1st grade EIP teacher, BST	
Kimberly Attaberry	2nd grade teacher, SGT member, BST	
Ashley Cole	PEC lead teacher, BST	
Amanda Jenkins	specials teacher (PE), BST, STEAM lead	
Dotty Dalton	paraprofessional, BST	
Ross Hays, Torre Norris, Leah Campbell, Nina Stone	parents, SGT members	

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 _N o_____(Yes or No) School Designated as a Focus School _N o_____ (Yes or No)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Attendance	Infinite Campus Counselor & Attendance Clerk Records	BST, SGT, Counselor	Attendance policy given to all parents at beginning of year Letters to parents after 2 & 4 absences, also sent home at beginning of year to students with 15 or more absences previous year by Sept. 1 SGT Meetings
Literacy	Map Reading Assessment, MAP Fluency Screener and iREADY Diagnostic - fall, winter, and spring administrations All data analyzed by school, class, sub pops, and individual student Performance on MAP analyzed by RIT score, percentile rank, and growth.	BST, SGT, Faculty Members, Parents	Conferences MAP Progress Reports SGT Meetings Title I Meetings BST Meetings Grade Level Data Teams
Mathematics	Map Math Assessment and iREADY Diagnostic - fall, winter, & spring administrations Data analyzed by school, class, sub pops, & individual student Performance on MAP analyzed by RIT score, percentile rank, and growth.	BST, SGT, Faculty Members, Parents	Conferences MAP Progress Reports SGT Meetings Title I Meetings BST Meetings Grade Level Data Teams

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

(SWP 2, 7, 9, 10)

Student Attendance Rate: Students missing 10 or more days (Reduce by 1% per Year per Charter). Specifically, at the PS to decrease the percentage of students missing 10 or more days of school at JCPS from 139 student in FY19 to 124 students in FY21. A 15-student decrease. JCPS Student goal- Our post data indicates that during the 2018-2019 school year we had 27.2% of our JCPS student population (KK-2nd) absent 10 or more days (data drawn from IC). Our goal would be to decrease that percentage by 2%. (From 27.2% to 25.9% missing 10 or more days for FY 21)

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**		
Family and Community Engagement Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders

Family and Community Engagement Standard 6: Connects families with agencies and resources in the community to meet the needs of students

School Culture Standard 1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment | ALL | Monitor student Attendance, both face to face and virtually. Provide monthly reports to building principals and administrative team. (DR, AS, virtual teachers)

Inform parents of the system attendance protocol to ensure parents are aware of the policies and expectations.

Use various communication strategies to promote the importance of student attendance.

PBIS initiatives- monthly, quarterly, certificates, recognition of perfect attendance

Target students who missed more than 5 days FY20 with a mentor teacher or staff member and make personal connections and build relationships

Counselor will meet with and support students identified through behavior screener for specific concerns (such as attendance). | -Monthly attendance reports

-Agendas from curriculum nights, PreK to kindergarten transition meeting @ Kindercamp, Parent Resources on webpage, Open House informational packet

-PBIS invitations for monthly attendance celebrations and end of the year celebrations | **School Leaders Demonstrate:**
-Collaborate with social worker and Transformation Therapy to determine "crisis" situations that are dealt with on a case by case basis.

-PBIS activities, rewards, recognition for positive behavior encourage attendance

Teachers Demonstrate:
-Clearly communicate the attendance protocol to stakeholders.
-Share information with counselor when a concern is raised with a child on their emotional needs or attendance.
-Complete attendance daily in IC by 9:00.
-Notify the guardians when the attendance protocol is not followed and relating academics to the lack of not attending school.

Students Demonstrate:
-Students are responsible for coming to school prepared for the day: materials, homework/assignments.

Parents Demonstrate:
-Ensure children are at school, on time, all day.
-Check Infinite Campus for attendance record. | Teachers will complete attendance in IC daily by 9:00 to have adequate records of attendance. (DR, teachers)

Teachers will email our social worker any concerns with attendance or general welfare of any JCPS student on the school day of the concern. Mandated reporter training will take place during pre-planning of August 2020. (Teachers)

The continuation of PBIS with fidelity the Positive Behavior Intervention Supports (PBIS). (PBIS team, all teachers) PBIS team will meet monthly to monitor attendance, behavior and incentives for reaching attendance and behavior goals.

Teach and reteach students expectations and teach the PBIS matrix with fidelity to all staff at JCPS including teachers, custodians, lunchroom personnel, etc. (All staff)

Use various communication strategies to promote the importance of student attendance such as monthly attendance parties, visual incentives for each teacher. (AS, PE, and BST) | -Pay for personnel monitoring attendance-shared with WP (DR)

-Developmentally appropriate, reliable & valid behavior screener for K-2

-Paper for copies to be sent home with attendance protocol

-PBIS incentives such as certificates, bracelets, pencils, etc. for attendance goals monthly ($1000)

-PBIS prizes for Canes Cash cart used monthly ($2000) |

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

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

Literacy- Student Mastery of the Georgia Standards of Excellence (GSE): Provide equitable and challenging learning experiences that will close the achievement gap among different school populations (SWD, ED, Minority, EL) - carefully monitor trend data for all sub pops including minority and SWD. Grade levels K, 1st, and 2nd will increase percentage of students meeting end of the year reading growth targets established by the Map Growth Standardized Assessment by 2% in the Spring of FY21 to 67% (Spring FY19 65%, Winter FY20 66%).

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**		
Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed Assessment Standard 5: Implements grading practices that provide an accurate indication of student progress on the required standards Instruction Standard 4: Uses research-based instructional practices that positively impact student learning Instruction Standard 5: Differentiates instruction to meet specific learning needs of students	ALL	-Align and implement curriculum, instruction, and assessment to the Georgia Standards of Excellence (GSE) -Utilize Instructional Coaches to lead curriculum implementation -Conduct monthly curriculum and instruction meetings with the Better Seeking Team (BST). Discuss & analyze data from assessments and information from MAP learning continuum to guide curriculum and instructional decisions. (BST) -Monitor assessments such as -Measurement of Academic Progress, MAP Fluency, iREADY for student mastery and growth in Literacy and Mathematics through the weekly data teams per grade level (IC, all teachers) -Provide equitable and challenging learning experiences that will close the achievement gap among different school populations (SWD, ED, Minority, EL) - carefully monitor trend data for all sub pops including minority and SWD. Discussions and research will follow data analysis to determine effective research based strategies for closing gap among identified sub pops. (BST meetings) -Analyze student achievement data and compare FY19/FY20/FY21 in order to establish priorities and trends- MAP data K-2, Milestones Data from 3rd grade, iREADY diagnostics, Reading Horizons screener, MAP Fluency and unit tests. Discuss at BST monthly and data teams weekly. (BST, all teachers through data teams weekly) -Continue the implementation of the use of specific reading strategies including monitoring growth with Rigby Assessment Kits (Growing Readers PL year 2). -Continue to utilize Chromebooks for student directed, differentiated instruction (IREADY, RazPlus/Headsprout – Learning A to Z, MAP, MAP fluency, Reading Horizons) -Ensure all faculty qualified to serve as LEA for PEC meetings for all areas (including reading and math) have received up to date training. -Ensure virtual teachers have access and resources necessary to deliver developmentally appropriate, high-quality instruction	-Pacing calendars, unit plans for reading/ELA and Math, assessments -Tier 1 non-negotiables observation documentation -BST minutes and agendas, data team minutes and agendas -Rigby assessment data, Growing Readers Ob. Checklists -IEP and PEC Meeting sign ins, agendas	**School Leaders Demonstrate:** -Hold teachers & instructional staff accountable for delivering content standards for all subjects through observations and feedback. -Participate/ lead BST meetings, data team meetings **Teachers Demonstrate:** -Provide parents online resources through the JCPS web pages & sending home access information to improve basic reading skills, number sense, and fluency -Provide opportunities for parents to receive training on math and ELA standards through Parent Meetings/Curriculum Nights **Students Demonstrate:** -Students are responsible for a reading activity each day & discussing what is read with their parents -Students are responsible for participating in suggested math activities to increase number sense & fluency. -Students are responsible for coming to school prepared for the day: materials, homework/assignments. -Students are responsible for adhering to class and school rules **Parents Demonstrate:** -Involve our children in a reading activity every day, reading to, reading with, or independent reading. Involve our children in suggested math activities. Review children's work folders & agenda books when sent home. -Support our children by attending conferences & other Title 1 activities. -Contact teachers, administrators, counselors, or IC with all questions and concerns regarding students" progress at school. -Check the JCPS web page and REMIND for updates and provided	-Collect, analyze, and report assessment data for reading and math through the use of data team meetings. Assessments include MAP, Map Fluency, iREADY diagnostic screeners for reading and math. -Collect, analyze, and collaborate with grade level teams on EIP (Early Intervention Programs) at a minimum of every 2 weeks. Targeted reading and math skills will be progress monitored to determine progress and level of mastery and effect on the skill gap. (EIP teachers) -Collect, analyze, and collaborate with PLCS (including IC), grade level teams, MTSS coordinator, counselor, and parents through MTSS (Response to Intervention). Tier 2 team meetings will be held for students that fall between the 10th and 19th percentile in reading and math during PLCs. Tier 3 meetings will be held for students that fall in the first and 9th percentile in reading and math and scheduled by MTSS school level coordinator. Counselor will schedule and hold Behavior Tier 3 meetings and 504 meetings. Appropriate interventions will be determined and progress monitored. (MTSS team, PH, IC, AS)	-Instructional programs for our MTSS process Tier 2 & 3 students (MAP Fluency - headphones will need to updated yearly, GA Numeracy Project –ink and paper for printing activities or funding to purchase ready- made activities). -MAP Fluency will be given as a benchmark for K-2 and data will be used for planning differentiated, targeted instruction and progress monitoring. -Rigby kits and leveled readers. -PL for IREADY, Horizons, Growing Readers -Funding to improve limited internet reception on end of hallways (virtual teachers having difficulty - often unable to log in for google meets sessions and frequently experience dropped sessions while trying to teach students via google meets). Funding for virtual teacher resources including Screencastify.

Instruction Standard 9: Provides timely, systematic, data-driven interventions	online.		resources which are made available to families.	

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

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

(SWP 2, 7, 9, 10) Mathematics- Student Mastery of the Georgia Standards of Excellence (GSE): Provide equitable and challenging learning experiences that will close the achievement gap among different school populations (SWD, ED, Minority, EL) - carefully monitor trend data for all sub pops including minority and SWD. Grade levels K, 1st, and 2nd will increase percentage of students meeting end of the year math growth targets established by the Map Growth Standardized Assessment by 2% in the Spring of FY21 to 73% (Spring FY19 72%, Winter FY20 71%).

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**		
Standard 1:Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards revises as needed Assessment Standard 5: Implements grading practices that provide an accurate of student progress on the required standards practices that positively impact student learning Instruction Instructional Standard 4: Use research-based instructional Curriculum Instruction Standard 5: Differentiates instruction to meet specific learning needs of students Standard 9: Provides timely, systematic, data-driven interventions	ALL	Continue Daily Number Talks with an instructional focus of applying the mental math strategies used and developed during number talks during science inquiry, investigation, and problem solving. GA Numeracy Project will be used in EIP & MTSS Tiers to support closing the achievement gap. Continue to utilize Chromebooks for student directed, differentiated instruction (IREADY, Reflex, MAP) PL related to math and math/science connections (GA Frameworks, IREADY, GA Numeracy Project) Research and continue to seek funding for additional innovative technology to provide more hands-on learning and problem solving related to GSE standards including up to date SMART boards and document cameras. Continue to investigate programs or applications of new engaging programs that support the STEM vision (Stem Lead/AJ). Professional learning with STEM and project based learning for FY 21 (Mid Georgia RESA & Learner's Advantage) with a focus on math/science connections (Stem Lead/AJ). Set goals for growth on Stem Unit Assessments. Stem Lead will ensure teachers understand and have consistent STEM unit testing procedures & lead analysis of assessment data through data teams for mastery of content and concepts based on GSE, changes/modifications in assessments based on data analysis & teacher feedback. (Stem Lead/AJ) STEM Lead will continue to plan Family Engagement Activities that support math/science connections and update stakeholders monthly about Stem integration throughout school (webpage, newspaper article, parent newsletter – all updated monthly). STEM Lead will develop and distribute parent brochures at events that provide STEM information on the importance of making math/science connections including suggested at-home activities that use research-based strategies/approaches related to math/science connections.	-Curriculum Maps; Pacing Calendars; unit plans for reading/ELA and Math, including assessments -BST minutes and agendas, data team minutes and agendas -Media Team Agendas, minutes, and faculty updates -STEAM Team agendas, minutes, and artifacts, Stem Units and assessments -Data Team agendas, minutes & artifacts	**School Leaders Demonstrate:** -Hold teachers and instructional staff accountable for delivering content standards for all subjects through observations and feedback after observations. & MAP student growth -Participate/ lead and BST meetings, data team meetings **Teachers Demonstrate:** -Provide parents w/ online resources through the JCPS web page and sending home access information in order to improve basic math/reading skills, number sense, and fluency -Providing opportunities for parents to receive training on math and ELA standards through Parent Meetings **Students Demonstrate:** -Students are responsible for a math activities each day & discussing what is learned with their parents -Students are responsible for participating in suggested math activities to increase their number sense and fluency. -Students are responsible for coming to school prepared for the day: materials, homework/assignments. **Parents Demonstrate:** -Involve children in suggested math activities. -Review children's work folders and agenda books when sent home. -Support children by attending conferences & other Title 1 activities. -Contact the teachers, administrators, counselors, or IC with all questions and concerns regarding our children's progress at school. -Check the JCPS web page, newspapers, and school flyers for updates & resources which are made available to families.	-Collect, analyze, and report test data for reading, math, STEM units through the use of grade level data teams. -Collect, analyze, and collaborate with grade level teams on EIP (Early Intervention Programs) at a minimum of every 2 weeks. (EIP teachers) -Collect, analyze, and collaborate with PLCS (including instructional coach), grade level teams, counselor, MTSS coordinator, and parents through MTSS (Response to Intervention). Tier 2 team meetings will be held for students that fall between the 10th and 19th percentile in reading and math during PLCs. Tier 3 meetings will be held for students that fall in the first and 9th percentile in reading and math and scheduled by MTSS school level coordinator. Counselor will schedule and hold Behavior Tier 3 meetings and 504 meetings. Appropriate interventions will be determined and progress monitored. (MTSS team, PH, IC) -Observe and support the implementation of the Tier 1 non-negotiables noted in teacher observations (PE, PH and IC) -Stem Lead will lead data team discussions related to	-Instructional programs/technology for MTSS process for Tier 2 and Tier 3 students such as, Reflex Math & GA Numeracy Project for progress monitoring -Grade level Stem Unit supplies, PL funding, $15,000 -Funding for virtual teacher resources including Screencastify.

		Ensure virtual teachers have access and resources necessary to deliver developmentally appropriate, high-quality instruction online.			STEM units (AJ, IC).	

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
Goal #1 PBIS (attendance, positive learning environment, & building relationships with ALL learners) Goal #2 Growing Readers LEA PL for IEP meetings	August 2020- May 2021 July 2020-May 2021	PBIS team- PBIS coach-Joanie Lackey Jessica Ravenel (IC) Pam Edge	Pam Edge- Admin on PBIS team Pam Edge	-Monthly PBIS meetings, agendas, and sign in sheets -Faculty updates monthly for behavior data review -Observations and evaluations from admins, IC, RESA partnerships -IEP Meeting sign ins, agendas	PBIS Conference ($500) -Funding for Rigby Kits and PL for Growing Readers (IAL) Leveled readers for Growing Readers iREADY and Reading Horizons PL
Goal #3 STEM training for faculty from Mid Ga RESA and possibly Learner's Advantage Stem Conference – Stem Lead	August 2020- May 2021	Amanda Jenkins-STEAM Lead for JCPS	Pam Edge- Admin on STEAM team	-Monthly STEAM meetings, agendas and sign in sheets -Calendar or STEAM school wide events and parent workshops/showcases -Lesson plans with integration of STEAM	-STEM conferences and workshops iREADY PL

				through science and social studies in units of instruction.	

Highly Qualifi ed Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. If no, explain

_Yes___ (Yes or no)

List efforts to recruit highly qualified teachers to your school.

Members of our staff (Pam Edge, Patti Hobby, Keirra Middlebrooks, Lois Jackson) serve on the JCCS recruitment team and attend job fairs throughout the state.

Jasper County School System has returned (as of 18-19) to a full pay calendar, making our county pay more comparable to

surrounding counties.

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