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

NAME OF SCHOOL/PRINCIPAL: **Cartersville Primary School**

Principal: Gina Bishop

NAME OF DISTRICT/SUPERINTENDENT: **Cartersville City Schools**

Superintendent: Dr. Marc Feuerbach

□ *Comprehensive Support School*   □ *Targeted Support School*   *X School-wide Title 1 School*   □ *Targeted Assistance Title 1 School*
□ *Non-Title 1 School*   □ *Opportunity School*

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

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

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Gina Bishop	Principal	
Katie Vaughan	Assistant Principal	
Denise Osborn	Pre-K Site Director	
Kelly Hopkins	Instructional Lead Teacher/RTI Coordinator	
Jennifer Konen	Instructional Technology Specialist	
Rebecca Ylvisaker	Pre-K Lead Teacher	
Tara Peters	Kindergarten Lead Teacher	
Becky Graves	1st Grade Lead Teacher	
Kristen Kearney	2nd Grade Lead Teacher	
Carol Apple	Counselor	
Rachel Ennis	Counselor	
Robbin Hurley	Title I Family Engagement Coordinator	
Ashley Chupp	Title III Specialist	

Title I only **(SWP 10, 15, 19)**
The Letter of Intent for Title I School-wide 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)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Provide professional learning to all staff in any needed content area including English Learner training to help them support student growth and achievement. The school leadership conducts a comprehensive needs assessment through the school leadership team to determine weaknesses in the school and our next steps for professional learning.	1. Student growth reports will show growth through DIBELS math and reading, E-spark, ACCESS testing, etc. 2. Teacher TKES self-assessments, goals, and professional conversations through teacher conferences. 3. Observations through TKES and observations during EL push-in times.	• All Staff at CPS • School Leadership Team • School Governance Council • ESOL/Title III Specialist	Stakeholders are provided with opportunities to give input to the comprehensive needs assessment through surveys, Title 1 family nights and events, School Governance Council meetings, and PTC meetings to make decisions about the professional learning that will be provided. A professional learning schedule is kept by administration at CPS. This includes a variety of trainings in content, pedagogy, and specific training on accommodations and modifications for SPED and EL students as well as training involving CAN DO descriptors to support EL students. Interpreters are available for all conferences and family engagement events as needed.
Provide effective and differentiated tier 2 support in reading and math.	1. Teacher needs based lesson plans 2. E-Spark (PK-2nd) 3. DIBELS progress monitoring growth in reading & math 4. Reading Eggs and Math Seeds programs	• Administrators • Instructional Lead Teacher • Instructional Technology Specialist • Teachers • Paraprofessionals • Students • ESOL/Title III Specialist	Training for teachers in next steps to provide targeted support in areas of weakness RTI/SST documentation Conferences Student growth shared with parents at meetings and conferences
Provide a safe learning environment through the use of the Capturing Kids Hearts program and PBIS (Positive Behavior Intervention Supports) which will be implemented throughout the school building.	1. Educator Handbook data 2. PBIS monthly meetings 3. Capturing Kids Hearts trainings and meetings	• Administrators • Instructional Lead Teacher • Instructional Technology Specialist • Teachers • Paraprofessionals • Students	1. Conduct monthly PBIS discipline committee meetings where data is monitored and discussed 2. Share discipline data at monthly faculty meetings 3. Share "Good Things" through Capturing Kids Hearts program 4. PBIS posters & re-teaching videos 5. Trainings 6. Conferences
Promote an on-going open communication line between school personnel and between home and school. These areas include: school events and opportunities, common grading and reporting procedures, collaborative planning horizontally and vertically, as well as increased use	1. See Saw, Blackboard messenger, and Schoology 2. Class folders with student agendas 3. Newsletters 4. Gold Slips, Character Education Celebrations 5. CPS Parent/Family events sponsored by the school and PTC.	• Administrators • Instructional Lead Teacher • Instructional Technology Specialist • All Certified Teachers	1. Parent conferences 2. Parent/Family events 3. Newsletters, agendas, websites and webpages 4. Use of technology (See Saw, Blackboard Messenger) to share student updates 5. Schoology 6. Agenda meeting minutes for meetings 7. Collaborative planning documents

of data to improve student academic progress.	6. Parent Resource Room 7. Data Notebooks 8. Report Cards 9. AST meetings	• Counselors • Paraprofessionals • Students • Parents	8. Use of interpreters at family engagement night and conferences.

SMART GOAL #1: K & 1st grade students will increase on the number of students meeting at benchmark in Reading DIBELS on the composite score to 80% by the end of the 2018-19 school year. 2nd grade will increase in DIBELS on Oral Reading Fluency from an average of 65 words per min to 100 words per min from the beginning to the end of the 2018-2019 school year.

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 3: (Instruction) Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency to the Georgia Standards of Excellence. **Standard 6: (Professional Learning)** Monitors and evaluates the impact of professional learning on staff practices and student learning. **Standard 2: (Assessment)** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.	All Students, All CPS Staff	**Continue providing a strong tier 1 instruction as well as providing effective tier 2 differentiated needs based instruction.** • Utilize universal screeners and formative assessments data to revise and inform instruction. • Provide staff training on programs like Saxon, Lucy writing, and E-Spark to ensure fidelity of delivery. • Provide training on EL strategies to all teachers and paraprofessionals. • Teach basic vocabulary students are missing. This also includes directional vocabulary. • Provide explicit professional learning on how to manage your classroom-setting up strong rituals and routines to ensure a well-run classroom so instruction can take place with few interruptions. • Increase reading and writing stamina in grades K-2nd. • Instructional Lead and ESOL/Title III Specialist will assist teachers in providing appropriate interventions and classroom support. • Provide meaningful and useful feedback to students.	Individual student progress data Documentation from grade level meetings Agendas and minutes, professional learning logs and professional learning calendars.	**School Leaders Demonstrate:** Implementation of professional learning sessions facilitated by teacher leaders, the instructional lead teacher in the building, and the ESOL/Title III Specialist. Create schedules and calendar with student achievement a top priority. Locate individuals and trainings to attend in order to provide quality professional learning. Provide coverage for teachers to conduct peer observations.	Collaborative planning built into master content schedule to provide protected time to review data. Weekly grade level planning and discussion of GA Standards of Excellence and of lessons being designed. Vertical planning to ensure consistent use of common vocabulary. School professional learning how to differentiate for all students including gifted, high achieving, SPED, and EL students. Peer observations of other teachers serving as an instructional leader in that area/content.	Funding for in-house professional learning to review data, revise and plan instruction, and receive professional learning. Funding for trainings on the programs and materials such as Saxon, Lucy writing, etc. to ensure fidelity of teacher delivery to students. Funds for substitutes. Funding for Instructional Lead Teacher and ESOL/Title III Specialist

SMART GOAL #2: K – 2nd grade students will score on their end-of-grade level Bridges Comprehensive Math Assessment an average grade level proficient percentage of 80% or higher.

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 3: (Instruction) Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency to the Georgia Standards of Excellence. **Standard 6: (Professional Learning)** Monitors and evaluates the impact of professional learning on staff practices and student learning. **Standard 2: (Assessment)** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.	All Students, All CPS Staff	**Continue providing a strong tier 1 instruction as well as providing effective tier 2 differentiated needs based instruction.** • Utilize universal screeners and formative assessments data to revise and inform instruction. • Provide staff training on programs like Bridges, Math Workplaces, Number Corner, and E-Spark to ensure fidelity of delivery. • Teach basic vocabulary students are missing. This also includes directional vocabulary. • Provide explicit professional learning on how to manage your classroom-setting up strong rituals and routines to ensure a well-run classroom so instruction can take place with few interruptions. • Increase reading and writing stamina in grades K-2nd. • Instructional Lead will assist teachers in providing appropriate interventions and classroom support. • Provide meaningful and useful feedback to students.	Individual student progress data, documentation from grade level meetings and professional learnings in the form of agendas and minutes, professional learning logs and professional learning calendars.	**School Leaders Demonstrate:** Implementation of professional learning sessions facilitated by teacher leaders and the instructional lead teacher in the building. Create schedules and calendar with student achievement a top priority. Locate individuals and trainings to attend in order to provide quality professional learning. Provide coverage for teachers to conduct peer observations.	Collaborative planning built into master content schedule to provide protected time to review data. Weekly grade level planning and discussion of GA Standards of Excellence and of lessons being designed. Vertical planning to ensure consistent use of common vocabulary. School professional learning how to differentiate for gifted and high achieving students. Peer observations of other teachers serving as an instructional leader in that area/content.	Funding for in-house professional learning to review data, revise and plan instruction, and receive professional learning. Funding for trainings on the programs and materials such as Bridges, Number Corner, etc. to ensure fidelity of teacher delivery to students. Funds for substitutes. Funding for Instructional Lead Teacher and ESOL/Title III Specialist.

SMART GOAL #3A: In order to improve the home-school connection, CPS will implement the Seesaw communication tool and have 75% parent participation.

SMART GOAL #3B: CPS will use common grading and reporting practices across the grade level and document horizontal and vertical collaboration at least twice a year between all grade levels.

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 5: (Student, Family, Community involvement and support) The school as a community of learners involves parents and community members as active participants. There is consistent and growing evidence of parent involvement and a process of two-way communication. **Standard 8: (School Culture)** The school culture reflects norms, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.	All students, All CPS staff, and Parents	Promote an on-going open communication line between school personnel and between home and school. • Utilize the Seesaw technology program to create an open communication system between teacher and parent/guardian. • Increased communication to the whole class or to individual students or classroom learning and ways to support learning at home • Increased communication to the whole class on upcoming events and news on the class, grade-level, and school. • Increased communication among staff members regarding grading practices and reporting procedures. • Increased use of data to inform instruction to improve academic achievement and to keep an open line of communication regarding progress on student learning goals. This will occur through the use of vertical and horizontal team meetings. • Use of translator services to support family engagement events and parent-teacher conferences.	Data reports showing the number of students in each homeroom that have parents/guardians that have registered for Seesaw. Meeting agendas from staff collaboration meetings. Parent/Teacher meetings and conferences. Summer Retreat for school leadership team on July 2018 and May 2019	All stakeholders (students, parents, and CPS staff) support the registration and frequent use of Seesaw. Increased uniformity in grading and reporting practices. Meeting notes and conference notes with signatures. Summer Retreat notes and work produced with sign-in-sheets.	Homeroom level reports showing the number of students' parents who have registered for Seesaw. Seesaw reports showing the frequency of teacher downloads to Seesaw. Teachers will have continued meetings regarding grading practices/decisions in grade levels. Horizontal meetings will occur weekly and vertical will occur at least twice each school year.	Purchase of the Seesaw program for the school. No cost for teacher collaboration meetings. These will occur after school. Summer Retreat – cost of lunch and stipends ($150 for each team member)

Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Provide professional learning to all staff in any needed content area to help them support student growth and achievement. This includes all certified teaching positions.	August 2018 - June 2019	Cost for registration fees and travel expenses, substitutes, training materials, and the salary to continue the instructional lead position.	Administration, Lead Instructional Teacher, and CPS Staff	TKES evaluations and informal admin walk-throughs in every classroom.	TKES observations, increase in DIBELS reading and math and Bridges Comprehensive Math Assessment, ACCESS scores, and increase on students' DRAs.

Last Revised – 11/08/18

PROFESSIONAL QUALIFICATIONS
(SWP 3, 5)

All Cartersville City School educators hold as a minimum a valid clearance certificate issued by the Georgia Professional Standards Commission (GaPSC).

List efforts to recruit and retain effective teachers to your school.

Cartersville Primary School continues to strive to raise academic achievement for all students. Retaining effective staff and attracting high quality applicants is of utmost importance. If teachers constantly enter and leave the profession, training to improve teacher knowledge will never develop to the extent needed to increase student achievement.   Professional learning opportunities are abundant within our school and system. Teachers are continuously working towards and supported in improving content knowledge, effective teaching strategies, and efficient classroom management practices.   CPS has little turnover at the end of each school year. When a position does become available, our school reviews and interviews candidates in a structured, organized fashion. The administrative team works closely with the leadership team in an effort to support all teachers and their commitment to the school with various initiatives such as providing continuous professional learning and maintaining an open door policy. New teachers in our school system also receive new teacher orientation and are assigned a mentor through a mentoring program.

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