



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

Plan Revised August 19, 2016

Plan Adopted August 26, 2016

NAME OF SCHOOL/PRINCIPAL: Sugarmill Elementary School
Terri Slattery, Principal

NAME OF DISTRICT/SUPERINTENDENT: Camden County Schools
Dr. Will Hardin

- 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: On File

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
Terri Slattery	Principal	On file
Jamie Segear	TLS	On file
Leigh Dougherty	Title I Specialist	On file
Sharon Shaefer	Parent	On file
Fred Schaefer	Parent	On file
Resa Creo	Parent	On file
Karie Salvi	Parent	On file
Agnes Mosley	Parent	On file
Dawn Ford	Parent	On file
Jennifer Meador	Parent	On file
Brooks Joiner	Parent/Business partner	On file
Pat Newsome	Business partner	On file
April Johnston	Teacher/Parent	On file
Nicole Lee	Teacher	On file

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____ N/A _____.

Please indicate the programs that are consolidated in this plan: _____ N/A _____ |

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) (TA 2, 3, 5)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>ELA Action Plan Goal: To increase the average percent correct from 56% to 59% at the "proficient and distinguished" level on the 2017 ELA EOG performance for grades 3-5.</p>	<p>EOG FY17, AFLs, RI, formative</p>	<p>Administration Faculty Parents/Community Members</p>	<p>Progress Letter School Website School/Parent/Student compact SIP Title I Stakeholder and Annual meetings School Council APTT Dashboard-District website</p>
<p>Math Action Plan: To increase the average percent correct from 60% to 64% performing at the "proficient and distinguished" performance level on the 2017 Math EOG.</p>	<p>EOG FY17, AFLs, MI, formative</p>	<p>Administration Faculty Parents/Community Members</p>	<p>Progress Letter School Website School/Parent/Student compact SIP Title I Stakeholder and Annual meetings School Council APTT Dashboard-District website</p>
<p>PBIS Action Plan: To increase the average percent from 77% to 80% on the BoQ for the 2017 PBIS End of the Year Report</p>	<p>Educator’s Handbook, Benchmark of Quality Subscales, Staff training, Parent meetings</p>	<p>Administration Faculty Parents/Community Members</p>	<p>School Website SIP Title I Stakeholder and Annual meetings School Council PBIS Leadership & Faculty meetings APTT</p>

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

(SWP 2, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2)	Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8)	Evaluation of Implementation and Impact on Student Learning (TA 7, 8)		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (TA 6)
			Artifacts	Evidence		
Curriculum 1-3 Assessment 1-5 Instruction 1-9 PL 1-6 Leadership 1-8 Planning & Org 1-6 Family & Community Engagement 1-6 School Culture 1-5	All	<p>Strategies:</p> <p>Use Mentor Sentences with instruction (K-5)</p> <p>Use interactive journals/notebooks. (2-5)</p> <p>Incorporate cross curriculum writing. (K-5)</p> <p>Incorporate vocabulary building daily. (K-2)</p> <p>Differentiate during SPIRIT according to data.</p> <p>Analyze data from GCA's scoring and utilize professional learning provided in the writing instruction within their classroom.</p> <p>Follow instructional process daily. (Modeling, Guided Practice, Independent Practice, Assessment)</p> <p>Monitor Lexile levels four times a year to ensure growth. (RI)</p> <p>PreK-K transition with K Days (visiting K classrooms), Fall festival, dances, all SES events, fire program, etc</p>	N/A	<p>School Leaders Demonstrate: Monitoring, Provide PL, Analyze data</p> <p>Teachers Demonstrate: Lesson Plans, differentiate, use Data</p> <p>Students Demonstrate: Motivation to learn/do their best, Make goals</p> <p>Parents Demonstrate: Attend APTT, help their students with skills from APTT, monitor and motivate students</p>	<p>Mrs. Beam and Mrs. Carreira redeliver summer Jivey training/Lesson plans</p> <p>data from formatives, observation, AFL, RI, CBM Easy, EOG</p> <p>data, professional learning, writing assesslets</p> <p>Priority units, LFS strategies, Walkthrough data</p> <p>RI, MyOn, AR, paired passages, novels</p> <p>Interact with PreK students/Parents to ensure building relationships. Monitor PreK growth/lesson plans</p>	<p>Title I Funding for the following resources:</p> <p>Assesslets</p> <p>Contracted Services</p> <p>Days to analyze data and plan (substitutes)</p> <p>APTT supplies</p> <p>Title I teacher</p> <p>Ink</p> <p>Literacy Tradebooks</p>

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

(SWP 2, 3, 5, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2)	Action /Strategies Include description of SWP 2, 7, 9, 10 or (TA 1, 3, 5, 6, 7, 8)	Evaluation of Implementation and Impact on Student Learning (TA 7, 8)		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (TA 6)
			Artifacts	Evidence		
Curriculum 1-3 Assessment 1-5 Instruction 1-9 PL 1-6 Leadership 1-8 Planning & Org 1-6 Family & Community Engagement 1-6 School Culture 1-5	All	Use Math Journals/Problem of the Day/Big 4 Implement a Fluency plan (K-3) Incorporat Number Talks Develop Fraction Friday activities Follow Instructional Process Differentiate during SPIRIT groups Contracted services/tutoring PreK-K transition with K Days (visiting K classrooms), Fall festival, dances, all SES events, fire program, etc	N/A	<p>School Leaders Demonstrate: Monitoring, Provide PL, Analyze data</p> <p>Teachers Demonstrate: Lesson Plans, differentiate, use Data</p> <p>Students Demonstrate: Motivation to learn/do their best, Make goals</p> <p>Parents Demonstrate: Attend APTT, help their students with skills from APTT, monitor and motivate students</p>	<p>PL on Math manipulatives with whole numbers and fraction operations (AFLs, EOG, MI, formatives)</p> <p>Fluency practice plan from teachers</p> <p>Number Talks in lesson plans</p> <p>Instructional practice and SPIRIT groups in lesson plans, walk throughs and observations</p> <p>Vertical articulation/collaboration</p> <p>Interact with PreK students/Parents to ensure building relationships.</p> <p>Monitor PreK growth/lesson plans</p>	<p>Title I Funding for the following resources:</p> <p>Journals</p> <p>Contracted Services</p> <p>Days to analyze data and plan (substitutes)</p> <p>APTT supplies</p> <p>Title I teacher</p> <p>Title I Intervention Specialist</p> <p>ink</p> <p>Math tradebooks</p>

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

(SWP 2, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2)	Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8)	Evaluation of Implementation and Impact on Student Learning (TA 7, 8)		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (TA 6)
			Artifacts	Evidence		
Assessment 1-5 Instruction 1-9 PL 1-6 Leadership 1-8 Planning & Org 1-6 Family & Community Engagement 1-6 School Culture 1-5 SS(economy)	All	Use positive behavior system (Brag Tags/Class Dojo) Give reinforcement Rewards(economy with 5 th) View and create model behaviors/PBIS Videos Document lessons in lesson plan Create Parent awareness of the PBIS/Eagle expectations Full implementation of Eagle Expectations: PBIS rules (Be: responsible, respectful and safe)		<p>School Leaders Demonstrate: Review rules, lesson plans, Educator Handbook; reward system, share with Parents</p> <p>Teachers Demonstrate: Consistency, behavior system, rewards, lesson plans, model behavior/PBIS videos, share with Parents</p> <p>Students Demonstrate: Positive behavior, share with Parents,</p> <p>Parents Demonstrate: Ask student</p>	Observe and praise students on behavior system. Choose ‘feathers’ for rewards. Monitor Educators Handbook. Check lesson plans Reinforce Eagle Expectations.	Title I Funding for the following resources: PBIS Supplies Homeless supplies

Professional Learning Plan to Support School Improvement Plan

(SWP 4) (TA 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
<p>ELA: K-1: Differentiated Reading 2-5: Narrative Assessment with state rubrics K-5: Data meetings, collaborative planning Writing Assesslet and training APTT meetings</p>	<p>Fall/Winter(TBD) quarterly, weekly 3 times a year (TBD) Sept/Jan/March</p>	<p>Principal/TLS K-5 teachers Principal</p>	<p>K-1 2-5 K-5 K</p>	<p>RI, Formatives, AFLs, EOG FY17, Writing Assesslets growth, growth at APTT meetings</p>	<p>RESA: free Data dig meetings Tuesday collaborative planning Title I funding</p>
<p>Math: K-5: Manipulatives with whole numbers and fraction operations, Data dig meetings, collaborative planning APTT meetings</p>	<p>Fall/Winter(TBD) quarterly, weekly Sept/Jan/March</p>	<p>Principal/TLS Teachers Principal</p>	<p>K-5 K</p>	<p>MI, Formatives, AFLs, EOG FY17, growth at APTT meetings</p>	<p>RESA: free Data dig meetings Tuesday collaborative planning, APTT supplies Title I funding</p>
<p>PBIS: K-5: Videos, redelivery training from the PBIS committee, Data dig meetings, collaborative planning</p>	<p>Fall/Winter quarterly, weekly</p>	<p>Mrs. McMillan Teachers</p>	<p>K-5</p>	<p>Educator’s Handbook, CCRPI: BoQ data</p>	<p>Free Data dig meetings Tuesday collaborative planning</p>

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. Yes No (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

We advertise positions on Camden County Schools' website, TeachGeorgia and attend college recruiting fairs. Camden County has developed a cd rom that is used when personnel are used to recruit teachers from colleges.

Plans for assisting preschool children in the transition from early childhood program.

SES allows preschool students to visit kindergarten classes to learn more about the day in the life of a kindergarten student and meet the teachers. Preschool students also are to participate in all schoolwide activities such as Fall Festival, Fire Safety assemblies, school dances. During spring conferences, the preschool teacher provides transitional materials from Bright from the Start to parents.

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>