**SCHOOLWIDE IMPROVEMENT PLAN (SIP)**

**TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN**

**TITLE I TARGETED ASSISTANCE (TA) PLAN**

<table>
<thead>
<tr>
<th>NAME OF SCHOOL/PRINCIPAL:</th>
<th>Tallapoosa Primary School/Jentsie Johns</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF DISTRICT/SUPERINTENDENT:</td>
<td>Haralson County/Dr. Jerry Bell</td>
</tr>
<tr>
<td>□ Comprehensive Support School</td>
<td>□ Targeted Support School</td>
</tr>
<tr>
<td>□ Schoolwide Title 1 School</td>
<td>□ Targeted Assistance Title 1 School</td>
</tr>
<tr>
<td>□ Non-Title 1 School</td>
<td>□ Opportunity School</td>
</tr>
</tbody>
</table>

**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:**

| Role                  | Signature                                      | Date |
|-----------------------|------------------------------------------------|
| Superintendent       |                                                |      |
| Principal Supervisor  |                                                |      |
| Principal             |                                                |      |
| Title 1 Director      |                                                |      |

(Title 1 Schools only)
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jentsie Johns</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Lynn Walker</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Crystal Alred</td>
<td>Academic Coach</td>
<td></td>
</tr>
<tr>
<td>Heather Whitton</td>
<td>Media Specialist</td>
<td></td>
</tr>
<tr>
<td>Lisa Parris</td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Paige Davis</td>
<td>Kindergarten Teacher</td>
<td></td>
</tr>
<tr>
<td>Vicki McSwain</td>
<td>Kindergarten Teacher</td>
<td></td>
</tr>
<tr>
<td>Sean Burnette</td>
<td>1st Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Lauren Myers</td>
<td>1st Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Ramona Allen</td>
<td>2nd Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Brittney Smith</td>
<td>2nd Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Shannon Clayton</td>
<td>Pre-K Teacher</td>
<td></td>
</tr>
<tr>
<td>Beth Golden</td>
<td>Lead SPED Teacher</td>
<td></td>
</tr>
</tbody>
</table>

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: _____Title I, Title II, Title III, Title VI-B RLIS, and Title VI-B IDEA, and McKinney-Vento

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)

<table>
<thead>
<tr>
<th>Prioritized Needs</th>
<th>Data Source</th>
<th>Participants Involved</th>
<th>Communication to Parents and Stakeholders</th>
</tr>
</thead>
</table>
| Increase overall performance in ELA and Math. | Benchmark Data  
CCRPI Results  
STAR Data  
2019 Needs Assessment Data | Administrative Team  
Leadership Team  
School Governance Team  
Teachers  
Parents  
Students  
Community Members | Open House  
Newsletters  
Annual Title I Meeting  
TPS Website  
Parent Resource Center  
Facebook  
SGT Meetings |
| Increase Reading Complexity Levels | Benchmark Data  
CCRPI Results --  
NWEA MAP Data  
2019 Needs Assessment Data | Administrative Team  
Leadership Team  
School Governance Team  
Teachers  
Parents  
Students  
Community Members | Open House  
Newsletters  
Annual Title I Meeting  
TPS Website  
Parent Resource Center  
Facebook  
SGT Meetings |
| Decrease the percentage of students absent 5 or more days. | 2015-2019 IC Attendance Reports  
CCRPI Results  
Benchmark Data | Central Office  
Leadership Team  
School Governance Team  
Teachers  
Parents  
Students  
Community Members | Student Handbook  
Newsletters  
TPS Website  
SGT Meetings  
Facebook |
### SMART GOAL #1 Student Achievement – Decrease % of students requiring intensive support on MAP Growth Data in Math to ____ and Reading to _____

#### HCSS Strategic Planning Goals

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Student Support</th>
<th>Teaching &amp; Learning</th>
</tr>
</thead>
</table>

#### Action /Strategies

**Math:**
- Weekly grade level Achievement Team Meetings
- Monthly Data Analysis Meetings
- Utilize flexible grouping in order to offer needs based, differentiated instruction during small group instruction and intervention segment
- Progress monitor with formative assessments and DIBELS - modify instruction/interventions accordingly.
- Utilize MAP Growth Data and DIBELS to monitor students
- Google Classroom Certification
- Supplement math curriculum with Number Talks
- Track at risk students’ progress utilizing the RTI processes
- At risk students will be assigned a mentor to encourage and inspire them
- Utilize BrainPop, Starfall, ABCmouse, K-12 Learning, MobyMax, ESGI, NWEA MAP, and other available technology to improve student instruction and achievement
- Implementation and utilization of the STEM Lab and STEM Teacher
- Utilize PBIS and technology to aid in instruction and engagement

**ELA:**

#### Evaluation of Implementation and Impact on Student Learning

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Notebooks, Schedules, Lesson Plans, Unit Plans, Addendums, Student Work, Sign In Sheets, Agendas, Common Assessment Data, Weekly Achievement Meeting Agendas and Sign In sheets, RTI Progress Monitoring, Data Board</td>
<td><strong>School Leaders Demonstrate:</strong> Knowledge and understanding of the curriculum, Facilitate data analysis, Provide observational feedback, Facilitate collaboration through scheduling. <strong>Teachers Demonstrate:</strong> Knowledge and understanding of the curriculum, Implementation of schoolwide instructional strategies with fidelity, Data is used to adjust and drive differentiated instruction and small groups <strong>Students Demonstrate:</strong> Increase student achievement on EOY benchmark, ability to articulate knowledge of standards, progress toward meeting learning goals. <strong>Parents Demonstrate:</strong> Understanding of</td>
</tr>
</tbody>
</table>

#### Monitoring Actions of Implementation

<table>
<thead>
<tr>
<th>August 2018 - May 2019</th>
</tr>
</thead>
</table>

District Office, Admin, Academic Coach, Leadership Team, and Teachers

#### Estimated Cost, Funding Source, and/or Resources

| MAP Growth Data, DIBELS Benchmark Data, Common assessment data, binders, paper, ESGI, SSTAGE Conference for RtI Coordinator, Trade books, Thesauruses, Math manipulatives, Number Talks books, Thinking Maps, Software and Licenses, STEM Conference, Georgia Math Conference, Title I, Title VIB, QBE, Charter |
- Full Implementation of Bookworms
- Weekly grade level Achievement Team Meetings
- Monthly Data Analysis Meetings
- Utilize flexible grouping in order to offer needs based, differentiated instruction during small group instruction and intervention segment
- Progress monitor with DIBELS, formative assessments and modify instruction/interventions accordingly.
- Utilize MAP Growth Data
- Google Classroom Certification
- Thinking Maps
- Content Integration Through Informational Texts
- Track at risk students’ progress utilizing the RTI processes
- At risk students will be assigned a mentor to encourage and inspire them
- Utilize BrainPop, Tumblebooks, Starfall, ABCmouse, Learning A-Z, MobyMax, ESGI, MAP, and other available technology to improve student instruction and achievement
- Respond to literature on a daily basis to help students develop deeper understandings, construct meaning, and comprehend text
- Utilize PBIS and technology to aid in instruction and engagement

<table>
<thead>
<tr>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>student’s learning goals, strengths and weaknesses, ability to communicate with teacher about progress toward meeting/exceeding standards.</td>
</tr>
</tbody>
</table>
# SMART GOAL #2 – Increase students ability to read more complex texts

**HCSS Strategic Planning Goals**

<table>
<thead>
<tr>
<th>Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support</td>
</tr>
<tr>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>Student, Staff, and Parent Engagement</td>
</tr>
</tbody>
</table>

**Action /Strategies**

- Interactive Read Alouds with above grade level text - Bookworms
- Model comprehension strategies during read alouds
- Shared reading of on grade level texts
- Weekly grade level Achievement Team Meetings
- Monthly Data Analysis Meetings
- Utilize flexible grouping in order to offer needs based, differentiated instruction during small group instruction and intervention segment
- Student Monitoring through Data Board
- Content Integration Through Informational Texts
- Schedule sufficient time for eyes on text
- Utilize technology to aid in instruction and engagement.

**Evaluation of Implementation and Impact on Student Learning**

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP Growth Data, DIBELS, Data Notebooks, Schedules, Lesson Plans, Unit Plans, Addendums, Student Work, Sign In Sheets, Agendas, Common Assessment Data, Weekly Achievement Meeting Agendas and Sign In sheets, RtI Progress Monitoring,</td>
<td>School Leaders Demonstrate: Knowledge and understanding of the curriculum, Facilitate data analysis, Provide observational feedback, Facilitate collaboration through scheduling. Teachers Demonstrate: Knowledge and understanding of the curriculum and Lexile levels, Implementation of schoolwide instructional strategies with fidelity, Data is used to adjust instruction and small groups Students Demonstrate: Positive movement through Lexile band, Understanding of Lexile level and EOY goal. Parents Demonstrate: Understanding of student’s Lexile level and how they compare to the average Lexile level for that grade.</td>
</tr>
</tbody>
</table>

**Monitoring Actions of Implementation**

- August 2018-May 2019
  - District Office, Admin, Academic Coach, Leadership Team, and Teachers

**Estimated Cost, Funding Source, and/or Resources**

- MAP Growth Data, DIBRLS, ESGI, Trade books, Thinking Maps, Starfall, Learning A-Z
- Title I, Title VIB, QBE, Charter Funds
SMART GOAL #3 Adjusted student attendance rate of students missing 5 days or less of school will improve (SWP 2, 7, 9, 10)

<table>
<thead>
<tr>
<th>HCSS Strategic Planning Goals</th>
<th>Action /Strategies (Include description of SWP 2, 7, 9, 10)</th>
<th>Evaluation of Implementation and Impact on Student Learning</th>
<th>Monitoring Actions of Implementation</th>
<th>Estimated Cost, Funding Source, and/or Resources</th>
</tr>
</thead>
</table>
| Student Achievement           | • Utilize IC to track attendance and contact parents of absent students  
                              | • Attendance incentives, rewards, and celebrations  
                              | • Utilize PBIS to engage and motivate students in order to improve attendance  
                              | • Review attendance reports bi-weekly  
                              | • Follow the HCSS Attendance Policy/Protocol  
                              | • Meet with Parents after the 3rd unexcused absence  
                              | • Inform all Stakeholders of the correlation between attendance and student academic success  
                              | • Have parents sign and return the attendance acknowledgement | HCSS Attendance Policy, Attendance Acknowledgement, Attendance Reports, Documentation of attendance meetings and implementation of Attendance protocol, Incentives, RTI Monitoring | School Leaders Demonstrate: The ability to communicate the importance of attendance to all stakeholders. Assist with data analysis of students attendance  
                              | Teachers Demonstrate: Understanding of and ability to relate the correlation between attendance and student achievement, Reward and encourage excellent attendance. Models excellent attendance  
                              | Students Demonstrate: Knowledge of the importance of attendance, attendance goals, and attendance incentives.  
                              | Parents Demonstrate: Understanding of HCSS Attendance Policy, Attendance goals, Number of days their student has been absent | August 2018-May 2019  
                              | District Office, Admin, Counselor, Leadership Team, and Teachers | Infinite Campus, Rewards, Incentives  
                              | Title I, QBE, Local Funds, & PTO Funds |
| Student Support               |                                                                         |                                                                         |                                   |                                               |
| Student, Staff, Parent, Community Engagement |                                                                         |                                                                         |                                   |                                               |
| Operational Support           |                                                                         |                                                                         |                                   |                                               |
### Professional Learning Plan to Support School Improvement Plan (SWP 4)

<table>
<thead>
<tr>
<th>Professional Learning Strategy to Support Achievement of SMART Goals</th>
<th>Professional Learning Timeline</th>
<th>Estimated Cost, Funding Source, and/or Resources</th>
<th>Person(s)/Position Responsible</th>
<th>Monitoring Teacher Implementation of Professional Learning</th>
<th>Artifacts/Evidence of Impact on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruby Payne – Emotional Poverty</td>
<td>August 2018-May 2019</td>
<td>Title I, Title II, and Charter Funds, Technology Funds</td>
<td>Administrators, Crystal Alred, Leadership Team, and Teachers</td>
<td>Administration and Crystal Alred</td>
<td>TKES Platform, Sign-In Sheets, Lesson Plans, Addendums</td>
</tr>
<tr>
<td>Professional Learning Community (PLC) to meet individualized professional learning goals: Thinking Maps, Bookworms Support, Building Math Minds, Math Summit, Infinite Campus, GaETC Conference, &amp; STEM Conference, &amp; Engagement Strategies</td>
<td>August 2018-May 2019</td>
<td>Title I, Title II, and Charter Funds, Technology Funds</td>
<td>Administrators, Crystal Alred, Leadership Team, and Teachers</td>
<td>Administrators and Caron Crook</td>
<td>TKES Platform, Sign-In Sheets, Agendas, Notes from Weekly Achievement Team Meetings, and Addendums</td>
</tr>
<tr>
<td>PBIS Tier II</td>
<td>August 2018-May 2019</td>
<td>Title I, Title II, and Charter Funds, Local Funds, and PTO Funds</td>
<td>PBIS Team, Administrators, and Teachers,</td>
<td>Administrators and PBIS Team</td>
<td>Agendas, Sign-In Sheets, and PBIS Rating</td>
</tr>
</tbody>
</table>
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.

- Mentor program for new teachers
- New Teacher Academy at DO
- Positions posted and advertised on HCSS Webpage and through Teach Georgia
- Online Application System
Resources:
Georgia School Performance Standards — [http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx](http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx)


Title 1 - [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx)

QCIS (Indistar) - [http://www.indistar.org/](http://www.indistar.org/)

Statewide Longitudinal Data System (SLDS) - [http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx](http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx)