



DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

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

NAME OF SCHOOL/PRINCIPAL: Tallapoosa Primary School/Jentsie Johns

NAME OF DISTRICT/SUPERINTENDENT: Haralson County/Dr. Jerry Bell

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

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:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

Division of School and District Effectiveness / School Improvement PLAN

Name	Position/Role	Signature
Jentsie Johns	Principal	
Lynn Walker	Assistant Principal	
Beth Golden	Lead SPED Teacher	
Heather Whitton	Media Specialist	
Lisa Parris	Counselor	
Vicki McSwain	Kindergarten Teacher	
Sean Burnette	1 st Grade Teacher	
Chelsea Farmer	2 nd Grade Teacher	
Taylor Proctor	Pre-K Teacher	

Title I only **(SWP 10, 15, 20)**

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)

Planning Committee Members (SWP 8, 16)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase overall performance in ELA and Math.	Acadience Data CCRPI Results NWEA MAP Data Comprehensive Needs Assessment Numeracy Project 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	ACADIENCE CCRPI Results NWEA MAP Data Horizon Screenings	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.	2120-2121 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 from 20% to 17.5%. Decrease percent of students requiring intensive support in reading based on Acadience Data by 2%.

(SWP 2, 7, 9, 10)

HCSS Strategic Planning Goals	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		
Student Achievement Student Support Teaching & Learning	Math: <ul style="list-style-type: none"> Implement the GaDOE Numeracy Project and utilize IKAN, GLOSS, and JAM data to differentiate instruction. Weekly grade level Achievement Team Meetings Monthly Data/PL Meetings Utilize flexible grouping(If possible) to offer needs based, differentiated instruction during small group instruction and intervention segment Utilize MAP Growth Data 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, SeeSaw, Prodigy, 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 	Data sheets 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	<p>School Leaders Demonstrate: Knowledge and understanding of the curriculum, Facilitate data analysis, Provide observational feedback, Facilitate collaboration through scheduling.</p> <p>Teachers Demonstrate: 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</p> <p>Students Demonstrate: Increase student achievement on EOY benchmark, ability to articulate knowledge of standards, progress toward meeting learning goals.</p> <p>Parents Demonstrate: Understanding of student’s learning goals,</p>	August 2020 - May 2021 District Office, Admin, Academic Coach, Leadership Team, and Teachers	MAP Growth Data, ACADIENCE Benchmark Data, Common assessment data, binders, paper, ESGI, SSTAGE Conference for RtI Coordinator, Trade book, Math manipulatives, Number Talks books, Thinking Maps, Software and Licenses, STEM Conference, Georgia Math Conference, Title I, Title VIB, QBE, Charter Funds

		<p>ELA:</p> <ul style="list-style-type: none"> • Full Implementation of Bookworms with fidelity • Utilize Horizons for intensive support and intervention in 1st and 2nd grade • Weekly grade level Team Meetings • Monthly Data Analysis Meetings • Utilize flexible grouping (when safe and possible) in order to offer needs based, differentiated instruction during small group instruction and intervention segment • Progress monitor with ACADIENCE, 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, SeeSaw, 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 • Linda Mood Bell training for teachers of at-risk students 		<p>strengths and weaknesses, ability to communicate with teacher about progress toward meeting/exceeding standards.</p>		
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SMART GOAL #2 – Increase students ability to read more complex texts

(SWP 2, 7, 9, 10)

HCSS Strategic Planning Goals	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		
Student Achievement Student Support Teaching and Learning Student, Staff, and Parent Engagement	<ul style="list-style-type: none"> 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 Student Monitoring through Data Spreadsheets Content Integration Through Informational Texts Utilize Horizons for intensive support and intervention Utilize Linda Mood Bell program to provide support to struggling students Utilize technology to aid in instruction and engagement. 	MAP Growth Data, ACADIENC E, 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,	<p>School Leaders Demonstrate: Knowledge and understanding of the curriculum, Facilitate data analysis, Provide observational feedback, Facilitate collaboration through scheduling.</p> <p>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</p> <p>Students Demonstrate: Positive movement through Lexile band, Understanding of Lexile level and EOY goal.</p> <p>Parents Demonstrate: Understanding of student’s Lexile level and how they compare to the average Lexile level for that grade.</p>	August 2020-May 2021 District Office, Admin, Academic Coach, Leadership Team, and Teachers	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 by 1.5%
 (SWP 2, 7, 9, 10)

HCSS Strategic Planning Goals	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		
Student Achievement Student Support Student, Staff, Parent, Community Engagement Operational Support	<ul style="list-style-type: none"> Utilize IC and FTE Track to monitor 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 Acknowledgment, Attendance Reports, Documentation of attendance meetings and implementation of Attendance protocol, Incentives, RTI Monitoring	<p>School Leaders Demonstrate: The ability to communicate the importance of attendance to all stakeholders. Assist with data analysis of students attendance</p> <p>Teachers Demonstrate: Understanding of and ability to relate the correlation between attendance and student achievement, Reward and encourage excellent attendance, Models excellent attendance</p> <p>Students Demonstrate: Knowledge of the importance of attendance, attendance goals, and attendance incentives.</p> <p>Parents Demonstrate: Understanding of HCSS Attendance Policy, Attendance goals, Number of days their student has been absent</p>	August 2020-May 2021 District Office, Admin, Counselor, Leadership Team, and Teachers	Infinite Campus, Rewards, Incentives Title I, QBE, Local Funds, & PTO Funds

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
1 st and 2 nd grade teachers will learn about and implement Horizons Reading Program	August 2020-May 2021	Title I, Title II, and Charter Funds,	Administrators, Literacy Squad, Leadership Team, and Teachers	Administration and Crystal Alred and Randi Pearson	TKES Platform, Sign-In Sheets, Lesson Plans, Addendums
Professional Learning Community (PLC) to meet individualized professional learning goals: Thinking Maps, Bookworms Support, Building Math Minds, Math Summit, Infinite Campus, GaETC Conference, STEM Conference, Orton Gillingham training for SPED Inclusion, Utilizing MAP Growth Data to drive instruction & Engagement Strategies	August 2020-May 2021	Title I, Title II, and Charter Funds, Technology Funds	Administrators, Crystal Alred, Leadership Team, and Teachers	Administrators and Caron Cro	TKES Platform, Sign-In Sheets, Agendas, Notes from Weekly Achievement Team Meetings, and Addendums
PBIS Tier II	August 2020-May 2021	Title I, Title II, and Charter Funds, Charter Funds, Local Funds, and PTO Funds	PBIS Team, Administrators, and Teachers,	Administrators and PBIS Team	Agendas, Sign-In Sheets, and PBIS Rating

Highly Qualified Staff

(SWP 3, 5)

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>

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>