



## School Improvement Plan/Title I Schoolwide Plan 2017-2018



**Kay Road Elementary School**

**Georgia Department of Education**  
 School Improvement Plan/Title I Schoolwide Plan

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

<i>District Name</i>	PEACH COUNTY SCHOOL DISTRICT
<i>School Name</i>	Kay Road Elementary
<i>Team Lead</i>	Pamela Slocumb
<i>Position</i>	Principal
<i>Email</i>	pslocumb@peachschools.org
<i>Phone</i>	

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select ALL that apply)	
*	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) – Pilot systems <b>ONLY</b>
	“Fund 400” – Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select ALL that apply)	
	Free/Reduced meal applications
*	Community Eligibility Program (CEP) – Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)



## **School Improvement Structures**

### **Coherent Instructional System**

CIS-1 Planning for quality instruction

CIS-2 Delivering quality instruction

CIS-3 Monitoring student progress

CIS-4 Refining the instructional system

### **Effective Leadership**

EL-1 Creating and maintaining a climate and culture conducive to learning

EL-2 Cultivating and distributing leadership

EL-3 Ensuring high quality instruction in all classrooms

EL-4 Managing the school and its resources

EL-5 Driving improvement efforts

### **Professional Capacity**

PC-1 Attracting staff

PC-2 Developing staff

PC-3 Retaining staff

PC-4 Ensuring staff collaboration

### **Family and Community Engagement**

FCE-1 Welcoming all families and the community

FCE-2 Communicating effectively with all families and the community

FCE-3 Supporting student success

FCE-4 Empowering families

FCE-5 Sharing leadership with families and the community

FCE-6 Collaborating with the community

### **Supportive Learning Environment**

SLE-1 Maintaining order and safety

SLE-2 Developing and monitoring a system of supports

SLE-3 Ensuring a student learning community

## **Board Goals**

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All students will graduate from high school, college and career ready.
3. All students will be taught by highly effective teachers.
4. Operations will enhance learning environments that are healthy, safe, orderly, and conducive to learning.

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
<b>GOAL:</b>	KRES will increase the retention rate of effective teachers at each school to 80% or higher as measured by PSC retention data.					
<b>Structure(s):</b> <i>System-Standard Number</i>	PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-2, SLE-3,FCE-3 <b>Board Goals: 1,2, 3,</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring		Status	Next Steps
1. Ensure that teachers with 1-3 years of teaching experience have mentors and induction support.	Mentor selection criteria Mentor logs Subs for peer observations	Title IIA General Budget	a. July 24, 2017	Principals Mentors Instructional Facilitators	Status Choose an item.	Next Steps
			b. Mentor Meeting Agendas/Minutes Monitoring of Submitted Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored			
2. Provide a teacher retention incentive and recognition opportunities for highly effective teachers.	Funding for Incentives for recognitions (TOY, Birthday & Attendance Recognitions) Retention Incentive guidelines Retention incentives/stipends Community partners	Title IIA General Budget School Level Budget PTO	a. July 2017	Principal Title IIA Coordinator Community Partners	Status Choose an item.	Next Steps
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data			
3. Provide strategies and training for teachers to be able to meet the learning needs of students who come from high poverty, minority students, students with disability, ESOL students, and student who have other diverse needs.	Funding for PL opportunities Analyzed data from the subgroups showing needs Analysis of teacher needs	Professional Learning Budget Title IIA General Budget Title I Title III Gifted Budget	a. July 2017	Professional Learning Coordinator Principals Instructional facilitator Teacher Leaders Title IIA and Title I Coordinators/Directors Teachers	Status Choose an item.	Next Steps
			b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback			

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions Increase Student Achievement				
<b>GOAL:</b>		KRES will provide monthly professional learning opportunities that are <i>sustained, collaborative, job-embedded, data-driven, and classroom-focused to increase teacher knowledge and student achievement as measured by growth measure data.</i>				
<b>Structure(s):</b> <i>System-Standard Number</i>		PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-2, SLE-3,FCE-3 <b>Board Goals: 1,2, 3,</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Teachers and administrators at KRES will participate in monthly professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, and addressing the needs of students.	Funding for PL opportunities including National Youth At Risk Conference GAESP	Professional Learning Budget Title IIA General Budget Title I Title III Gifted Budget	a. Monthly beginning August 2017	Instructional Facilitators Teacher Leaders Professional Learning Coordinators Teachers Principal	Status Choose an item.	Next Steps
			b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard			
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy	Guidelines for developing goals  Instructional Support to develop goals	Title IIA Title I	a. September 2017	Principal/Assistant Principal Certified Staff	Status Choose an item.	Next Steps
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored on the TLE Platform End of Year TLE Signoff Data to measure goal attainment			
3. Annual training on CCRPI Updates and Indicators at each level			a. July 2017	Principal Leadership Team	Status Choose an item.	Next Steps
			b. Agenda and Meeting Minutes			
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			

<b>OVERARCHING NEEDS:</b>		Increase Student Achievement				
<b>GOAL:</b>	Increase the number of students performing at or above grade level in Reading as measured by Georgia Milestones Assessment Scores					
<b>Structure(s):</b> <i>System-Standard Number</i>	CIS-1, CIS-2, CIS-3, CIS-4, PC-2, PC-4, SLE-2, SLE-3, EL-3, EL-5 <b>Board Goals: 1,2, 3</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Implement a 120-minute block of ELA/Reading Instruction daily.	Guidelines for use of reading block		a. Daily beginning July 2017	Administrators Instructional Facilitators ELA teachers	Status Choose an item.	Next Steps
			b. Posted schedule, walkthroughs, lesson plans			
2. Teachers will implement the following research based strategies and actions with fidelity: <ul style="list-style-type: none"> <li>Small group Instruction in ELA. Integrate technology in all content areas.</li> <li>Effective reading screeners and interventions.</li> </ul>	Instructional Facilitator Reading Eggs Study Island Write Score Science Fusion GA Studies Weekly Leveled Readers Rigby Running Records Technology (Chromebooks)	Title I General Budget Technology Grant	a. Monthly beginning in August 2017	Principal Instructional Facilitators Teachers	Status Choose an item.	Next Steps
			b. evaluation summaries from Small group walkthroughs, planning forms for small group c. Rigby Analyzed Data, Assessment Results			
3. Develop and implement consistent processes to analyze and use student data.	Data Protocol	No Funding Needed	a. Monthly beginning in August 2017	Principal Asst. Principal Teachers Instructional Facilitator Counselor	Status Choose an item.	Next Steps
			b. Meeting agendas and minutes, data notebooks, data room, protocol process data			
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
K & 3 <sup>rd</sup> grades- Language Lab (CEIS funds)						
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			
			More direct instruction from regular education teachers.			

<b>OVERARCHING NEEDS:</b>	Increase Student Achievement					
<b>GOAL:</b>	To effectively implement small group instruction in ELA and Math classes					
<b>Structure(s):</b> <i>System-Standard Number</i>	CIS-1, CIS-2, CIS-3, CIS-4, PC-2, PC-4, SLE-2, SLE-3, EL-3, EL-5, FCE-3, FCE-4 <b>Board Goals: 1,2, 3</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	1. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			2. Method for Monitoring		Status	Next Steps
			a. PL forms, agendas, minutes, lesson plans			
1. Teachers at KRES will be provided: <ul style="list-style-type: none"> <li>• Training for understanding and implementing GRASP.</li> <li>• Continued support for math remediation to improve math achievement.</li> <li>• Training on effective math and ELA instructional strategies and support for small group instruction.</li> </ul>	Math Remediation Teacher GRASP GADOE Math Resources Leveled Readers	Title IA Title IIA School Budget	a. August 2017-May 2018  b. GRASP Data, math achievement data, data notebooks, agenda, minutes, sign in sheets, observation	Principal Asst. Principal Instructional Facilitator Middle GA RESA	Not Started	Next Steps
2. Teachers will work with the Family Engagement Coordinator to provide parents with opportunities to support their child in increasing reading and math achievement by planning ELA and Math Parent Workshops	Family Engagement Coordinator	Title I School Budget	a. September 2017-May 2018  b. Agendas, Sign in Sheets, Parent Feedback data, Fliers	Principal Teachers Teacher Leader	Choose an item.	Next Steps
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			