

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

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

<b>NAME OF SCHOOL/PRINCIPAL:</b> <b>Cindy Screws</b>
<b>NAME OF DISTRICT/SUPERINTENDENT:</b> <b>Mr. T. Michael Hilliard</b>
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Opportunity School</i>

**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.

**School Improvement Fieldbook**  
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**SIGNATURES:**

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
Cindy Screws	Principal	
Russell Bazemore	Assistant Principal	
Scarlett Driggers	Counselor	
Robin Cook	Media Specialist	
Jennifer Dean	Kindergarten Teacher	
Brandy Pittman	First Grade Teacher	
Angela Hardy	Second Grade Teacher	
Regina Cranford	Third Grade Teacher	
Pam Gilbert	Fourth Grade Teacher	
Amanda Dupree	Fifth Grade Teacher	
Kim Dowdy	EIP	
William McCranie	CAMPE	
Patricia Hollie	Special Education	

**Title I only (SWP 10, 15, 19)**

The Letter of Intent for Title I Schoolwide 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)

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**


**Strategic Target Area: Teaching and Assessing for Learning**  
**Using Results for Continuous Improvement**

**Goal 1: For the 2017-2018 school term, NDES students in 3<sup>rd</sup> – 5<sup>th</sup> grades scoring Developing Learner or above on the Georgia Milestones in ELA will meet the 3% improvement target of 1.328 set forth by the state improving from 55.726 to 57.054. Students with disabilities will meet the 3% improvement target (2.150) increasing from 28.333 to 30.483.**

**Goal 2: Ninety-five percent of students in fifth grade will pass at least four courses in core content areas.**


School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment	<p><b>Determine Reading/ELA baseline of students by administering and examining the results of</b></p> <ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• Common Assessments through Performance Matters</li> <li>• Previous year’s GMAS scores</li> <li>• Previous year’s GKIDS scores</li> <li>• Georgia RESA Assessment of Student Progress (GRASP) scores</li> </ul>	<p>School Year 2017-2018</p> 	<p>Accelerated Reading</p> <p>STAR Reading</p> <p>Copying Costs</p> <p>Performance Matters</p>	<p>Teachers</p> <p>Media Specialist</p> <p>Administration</p> <p>Testing Coordinator</p> <p>Paraprofessionals</p> <p>Guidance Counselor</p> <p>RTI Chairpersons</p>	<p>GMAS Scores</p> <p>GRASP Data</p> <p>STAR Reading Data</p> <p>GKIDS Data</p> <p>Sign In Sheets Grade Level Meetings</p> <p>Common Assessment Data</p>	<p>Results of test data to be used in planning effective instruction.</p> <p>Walk throughs show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p><b>All faculty will utilize standards-based classroom instructional strategies to address the Reading/ELA needs of all students through the use of</b></p> <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Independent reading</li> <li>• Inclusion</li> <li>• Leveled readers</li> <li>• Guided reading</li> <li>• Flexible grouping</li> <li>• Agenda planners</li> <li>• Class Book Sets</li> <li>• Fluency Practice/Phonics</li> <li>• Chromebooks and Smartboards</li> <li>• Classroom management - PBIS</li> </ul> <p><b>Incorporate writing in all classes. Utilize programs and technology integration from various websites and reading software to increase reading fluency and comprehension.</b></p> <ul style="list-style-type: none"> <li>• Frameworks (models of instruction to implement GSE)</li> <li>• Moby Max</li> <li>• Accelerated Reading/STAR Reading</li> <li>• Flocabulary</li> <li>• Study Island</li> <li>• Brain Pop</li> <li>• Reading Wonders (McGraw Hill)</li> <li>• Academy of Reading</li> <li>• Discovery Ed. Videos</li> <li>• K – Star Fall</li> <li>• Saxon Phonics</li> </ul>	<p>School Year 2017-2018</p> 	<p>Agendas (4-5)</p> <p>Web Based Programs/ Subscription Costs</p> <p>Leveled Readers</p> <p>“Linking the Language” Books (K-3)</p> <p>Books for Media Center and Class Book Sets</p> <p>Technical Support</p> <p>Accelerated Reader</p> <p>STAR Reading</p>	<p>Teachers</p> <p>Administration</p> <p>Media Specialist</p> <p>DCBOE Technology Director</p> <p>Paraprofessionals</p> <p>RTI Chairpersons</p> <p>Technology Teacher</p>	<p>Lesson Plans</p> <p>Student Work Samples</p> <p>STAR Reading Test Data</p> <p>GKIDS Data</p> <p>GRASP Data</p> <p>Sign In Sheets Grade Level Meetings</p>	<p>Increased test scores.</p> <p>STAR Reading</p> <p>Walk throughs show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>

Dr. John D. Barge, State School Superintendent

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**


School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p><b>Provide Remedial Programs</b></p> <ul style="list-style-type: none"> <li>• RTI (Response to Intervention)</li> <li>• EIP (Early Intervention Program)</li> <li>• CEIS (Coordinated Early Learning Services)</li> <li>• CIS (Communities in Schools) Tutors and Reading Buddies</li> <li>• Inclusion</li> <li>• Resource Class Room</li> </ul>	School Year 2017-2018	RTI Conferences and Workshop Expenses  Pay for Substitutes  Training Supplies  Travel Expenses for Training	Teachers  Sp. Ed. Teachers  Paraprofessionals  Sp. Ed. Director  System RTI Coordinator  DCBOE Psychologist  SST /RTI Data Team Members  Administration  Guidance Counselor  Testing Coordinator  Media Specialist	Class Rolls for EIP/RTI/CEIS  Sign in sheets for Reading Buddies and Tutors  Folders/ Meeting Minutes  Class Rolls for Inclusion/Resource  Lesson Plans  GRASP Data	Increased test scores.  Walk throughs show evidence of standards based practice and learning.  Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.  Seamless transition through the tiers.
	<p><b>Align the SST/ RTI processes</b></p> <ul style="list-style-type: none"> <li>• Teachers attend monthly meetings with system RTI Coordinator planning, updates, discussion of students in lower quartiles of performance, and professional learning.</li> <li>• Individual meetings with teachers and system RTI Coordinator for folder reviews and planning.</li> <li>• Reports and/or meetings with parents of students in Tiers II and III each nine weeks or sooner if necessary.</li> </ul>	School Year 2017-2018				

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning		
					Artifacts	Evidence	
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<b>Participate in ongoing professional development and collaboration in unit and lesson planning that focuses on Georgia Standards of Excellence in all subjects.</b>	School Year 2017-2018  ↓	Professional Development and Travel Fees	Administration Leadership Team	Professional Development Sign In Sheets	Increased test scores.	
			Substitutes	Teachers	Redelivery of Professional Development Information	Walk throughs show evidence of standards based practice and learning.	
				DCBOE Curriculum Director	Guidance Counselor	TKES Documents	Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.
				RTI Data Team Members		Sign In Sheets Grade Level and Collaborative Meetings	
	<b>Fully implement PBIS to create a school culture that promotes high student achievement.</b>		PBIS Program	Administration Teachers Paraprofessionals Media Specialist	PBIS Data	Decrease in student discipline referrals resulting in more time in class	
	<b>Increase student attendance in order to decrease loss of instructional time.</b>		Trophies, prizes, and other incentives	Administration Teachers Parapros	Student Attendance Data	Data shows increased student attendance resulting in more instructional time	
	<b>Increase faculty attendance in order to increase the quality of instruction in the classroom.</b>		Incentives for teachers	Administrators Brave Pride Committee	Faculty Attendance Data	Data shows increased faculty attendance resulting in more quality instructional time	
		Dr. John D. Barge, State School Superintendent July 2012 • Page 6 of 18					

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

**Goal 3: For the 2017-2018 school term, NDES students in 3<sup>rd</sup> – 5<sup>th</sup> grades scoring Developing Learner or above on the Georgia Milestones in Math will meet the 3% improvement target of 1.110 set forth by the state improving from 62.989 to 64.099. Students with disabilities will meet the 3% improvement target (1.850) increasing from 38.333 to 40.183.**

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Assessment Planning & Organization, Leadership	<p><b>Determine math baseline of students by administering and examining the results of</b></p> <ul style="list-style-type: none"> <li>• Common Assessments</li> <li>• STAR Mathematics test</li> <li>• Study Island</li> <li>• Academy of Math</li> <li>• Previous year’s GMAS scores</li> <li>• Previous year’s GKIDS scores</li> <li>• Georgia RESA Assessment of Student Progress (GRASP) scores</li> </ul> <p><b>Disaggregate and review all standardized testing data with faculty and staff</b>            Teachers will continue to use Formative Instructional Practices (FIP) and data from subsequent formative assessments to tailor instruction that meet the needs of all learners.</p>	School Year 2017-2018  	Copying Costs  Web Based Programs  Accelerated Math  Academy of Math  Study Island  Agendas  Khan Academy	Teachers  Media Specialist  Administration  Testing Coordinator  Paraprofessionals  Guidance Counselor  RTI Chairpersons	GMAS Scores  GRASP Data  STAR Math Data  GKIDS Data  Common Assessment Data	Results of test data to be used in planning effective instruction.  Walk throughs show evidence of standards based practice and learning.  Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

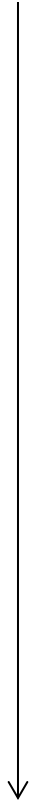
School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p><b>All faculty will utilize standards-based classroom instructional strategies to address the Math needs of all students through the use of</b></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Higher order questioning</li> <li>• Math manipulatives</li> <li>• Teacher resources</li> <li>• Inclusion</li> <li>• Agenda Planners</li> <li>• Chromebooks and Smartboards available in each classroom.</li> <li>• Classroom management - PBIS</li> </ul> <p><b>Use programs and technology integration from various websites and math software, use interactive white boards, and computer lab visits to increase mathematics proficiency.</b></p> <ul style="list-style-type: none"> <li>• Frameworks (Models of instruction to implement GSE)</li> <li>• Accelerated Math</li> <li>• GO MATH</li> <li>• Study Island</li> <li>• Moby Max</li> <li>• Morningside Math</li> <li>• Think Math</li> <li>• Academy of Math</li> <li>• ED Helper</li> <li>• EngageNY Math Curriculum</li> <li>• Saxon Math Facts</li> </ul>	School Year 2017-2018	Agendas (4-5)  Web Based Programs  Technical Support  STAR Math  Accelerated Math  GO MATH	Teachers  Paraprofessionals  Administration  RTI Chairpersons  Technology Teacher  DCBOE Technology Director  Media Specialist	Lesson Plans  Student Work Samples  STAR Mathematics Data  GKIDS Data  GRASP Scores  Sign In Sheets Grade Level Meetings	Increased test scores (state mandated, STAR Math scores, GRASP scores).  Walk throughs show evidence of standards based practice and learning.  Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.



**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>Curriculum, Instruction, Assessment, Planning &amp; Organization, Leadership</b>	<b>Provide Remedial Programs</b> <ul style="list-style-type: none"> <li>• RTI (Response to Intervention)</li> <li>• EIP (Early Intervention Program)</li> <li>• CEIS (Coordinated Early Learning Services)</li> <li>• CIS (Communities in Schools) Tutors and Reading Buddies</li> <li>• Inclusion</li> <li>• Resource Class Room</li> </ul>	School Year 2017-2018	RTI Conferences and Workshop Expenses  Pay for Substitutes  Training Supplies  Travel Expenses for Training	Teachers  Sp. Ed. Teachers  Paraprofessionals  Sp. Ed. Director  DCBOE Psychologist  SST & RTI Team Members  System RTI Coordinator  Administration  Guidance Counselor  Media Specialist	Class rolls for EIP/RTI  Folders/ Meeting Minutes  Class Rolls for Inclusion/Resource  Lesson Plans	Increased test scores (state mandated, STAR Math scores, GRASP scores).  Walk throughs show evidence of standards based practice and learning.  Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.  Seamless transition through the tiers.
	<b>Align the SST &amp; RTI processes</b> <ul style="list-style-type: none"> <li>• Teachers attend monthly meetings with system RTI Coordinator planning, updates, discussion of students in lower quartiles of performance, and professional learning.</li> <li>• Individual meetings with teachers and system RTI Coordinator for folder reviews and planning.</li> <li>• Reports and/or meetings with parents of students in Tiers II and III each nine weeks or sooner if necessary.</li> </ul>	School Year 2013-2018				

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**


School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>Curriculum, Planning &amp; Organization, Professional Learning, Leadership</b>	<b>Participate in ongoing professional development and collaboration in unit and lesson planning that focuses on the Georgia Standards of Excellence (GSE) in all subjects.</b>	School Year 2017-2018  	Professional Development and Travel Fees  Substitutes	*Administration *Leadership Team *Teachers *DCBOE Curriculum Director *Guidance Counselor *RTI Chairpersons *System RTI Coordinator	Professional Development sign in sheets  Redelivery of professional development information  TKES Documents	Increased test scores (state mandated, STAR Math scores, GRASP scores).  Walk throughs show evidence of standards based practice and learning.
	<b>Fully implement PBIS to create a school culture that promotes high student achievement.</b>		PBIS Program	Administration Teachers Paraprofessionals Media Specialist	PBIS Data	Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.
	<b>Increase student attendance in order to decrease loss of instructional time.</b>		Trophies, prizes, and other incentives  Incentives for teachers	Administration Teachers Parapros	Student Attendance Data	Decrease in student discipline referrals resulting in more time in class  Data shows increased student attendance resulting in more instructional time
	<b>Increase faculty attendance in order to increase the quality of instruction in the classroom.</b>			Administrators Teachers Brave Pride Committee	Faculty Attendance Data	Data shows increased faculty attendance resulting in more quality instructional time

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

**Goal 4:** For the 2017-2018 school term, NDES students in 5<sup>th</sup> grade scoring Developing Learner or above on the Georgia Milestones in Science will meet the 3% improvement target of 1.332 set forth by the state improving from 55.600 to 56.932. Students with disabilities will meet the 3% improvement target (2.250) increasing from 25.000 to 27.25.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>Curriculum, Instruction, Assessment, Planning &amp; Organization, Leadership</b>	<p><b>All faculty will utilize standards-based classroom instructional strategies to address Science needs of all students through the use of</b></p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Higher order questioning</li> <li>• Labs-Science manipulatives</li> <li>• Teacher resources</li> <li>• Inclusion</li> <li>• Agenda Planners</li> <li>• Guided Reading</li> <li>• Linking the Language (K-3)</li> <li>• Interactive Notebooks</li> <li>• Science Studies Weekly</li> </ul> <p><b>Use programs and technology integration from various websites and science software, use interactive white boards, and computer lab visits</b></p> <ul style="list-style-type: none"> <li>• Frameworks (Models of instruction to implement GSE)</li> <li>• Harcourt Text and Workbook</li> <li>• Smart Exchange (Smartboard)</li> <li>• Study Island</li> <li>• ED Helper</li> <li>• Brain Pop</li> <li>• Discovery Videos</li> <li>• PowerPoint Presentations</li> <li>• Electronic Tablets (5<sup>th</sup> grade)</li> <li>• Flocabulary</li> </ul>	School Year 2017-2018	Agendas (4-5)  Web Based Programs  Carson Delosa, Evanmore Materials   EdHelper  Flocabulary	Teachers  Paraprofessionals  Administration	Lesson Plans  Student Work Samples  Teacher Made Assessments  Testing Data  Lab Activity  Write Ups and Rubrics  Interactive Notebooks	Increased test scores.  Walk throughs show evidence of standards based practice and learning.  Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Organization & Planning, Leadership	<p><b>Provide remedial programs</b></p> <ul style="list-style-type: none"> <li>• RTI (Response to Intervention)</li> <li>• EIP (Early Intervention Program)</li> <li>• CEIS (Coordinated Early Learning Services)</li> <li>• CIS (Communities in Schools) Tutors and Reading Buddies</li> <li>• Inclusion</li> <li>• Resource Class Room</li> </ul>	School Year 2017-2018	RTI Conferences and Workshop Expenses  Pay for Substitutes  Training Supplies  Travel Expenses for Training	Teachers  Sp. Ed. Teachers  Paraprofessionals  Testing Coordinator  Administration  System RTI Coordinator	Class rolls for EIP  RTI Folders/Minutes  Class Rolls for Inclusion/Resource  Lesson Plans  Sign In Sheets for Grade Level and Collaborative Meetings	Results of test data to be used in planning effective instruction.  Increased test scores.  Walk throughs show evidence of standards based practice and learning.
	<p><b>Align the SST/ RTI processes</b></p> <ul style="list-style-type: none"> <li>• Teachers attend monthly meetings with system RTI Coordinator planning, updates, discussion of students in lower quartiles of performance, and professional learning.</li> <li>• Individual meetings with teachers and system RTI Coordinator for folder reviews and planning.</li> <li>• Reports and/or meetings with parents of students in Tiers II and III each nine weeks or sooner if necessary.</li> </ul>	School Year 2013-2018		SST/RTI Data Team Members	Sign In Sheets for Grade Level and Collaborative Meetings	Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

**Goal 5: For the 2017-2018 school term, NDES students in 5<sup>th</sup> grade scoring Developing Learner or above on the Georgia Milestones in Social Studies will meet the 3% improvement target of 1.620 set forth by the state improving from 46 to 47.62. Students with disabilities will meet the 3% improvement target (2.250) increasing from 25 to 27.25.**

**Goal 6: Ninety-five percent of fifth grade students will complete a career portfolio by the end of grade 5.**


School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>Curriculum, Instruction, Assessment, Planning &amp; Organization, Leadership</b>	<p><b>Results of test data will be used in planning effective instruction.</b></p> <p><b>All faculty will utilize standards-based classroom instructional strategies to address the Social Studies needs of all students through the use of</b></p> <ul style="list-style-type: none"> <li>• Higher order questioning</li> <li>• Computer Research Projects</li> <li>• Inclusion</li> <li>• Agenda Planners</li> <li>• Guided Reading</li> <li>• Small groups/Flexible groups</li> <li>• Interactive Notebooks</li> </ul>	School Year 2017-2018	<p>Agendas (4-5)</p> <p>Web Based Programs</p> <p>Carson Delosa, Evanmore Materials</p> <p>Newspapers</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administration</p>	<p>Lesson Plans</p> <p>Student Work Samples</p> <p>Teacher Made Assessments</p> <p>Testing Data</p> <p>Rubrics, Peer Grading, Self Assessments</p> <p>Research Projects</p> <p>Career Portfolios</p> <p>Interactive Notebooks</p>	<p>Increased test scores.</p> <p>Walk throughs show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Organization & Planning, Leadership	<p><b>Use programs and technology integration from various websites and Social Studies software, use interactive white boards, and computer lab visits</b></p> <ul style="list-style-type: none"> <li>• Frameworks (Models of instruction to implement GSE)</li> <li>• Smart Exchange (Smartboard)</li> <li>• Study Island</li> <li>• Discovery Ed Videos</li> <li>• Brain Pop</li> <li>• PowerPoint Presentations</li> <li>• ED Helper</li> <li>• Scholastic Materials</li> <li>• GAcollge411 website</li> <li>• GALILEO</li> <li>• Social Studies Weekly</li> <li>• Flocabulary</li> </ul> <p><b>Provide remedial programs</b></p> <ul style="list-style-type: none"> <li>• RTI (Response to Intervention)</li> <li>• EIP (Early Intervention Program)</li> <li>• CEIS (Coordinated Early Learning Services)</li> <li>• Inclusion</li> <li>• Resource Class Room</li> </ul>	School Year 2017-2018	EdHelper  Flocabulary	Teachers  Sp. Ed. Teachers  Paraprofessionals  Testing Coordinator  Administration	Class rolls for EIP  RTI Folders/Minutes  Class rolls for Inclusion/Resource  Lesson Plans  Career Portfolios	Increased test scores.  Walk throughs show evidence of standards based practice and learning.  Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.  Career essays and presentations.
		School Year 2017-2018				


**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

**Goal 7: Ninety-five percent of students in K-5 will earn a passing score in fine arts courses.**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Organization & Planning, Leadership	<p><b>Utilize standards-based classroom instructional strategies to address the Visual Arts needs of all students through</b></p> <ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Contextual Understanding</li> <li>• Production</li> <li>• Assessment &amp; Reflection</li> <li>• Connections</li> </ul> <p><b>Utilize standards-based classroom instructional strategies to address the Music Education needs of all students through</b></p> <ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Listening to and analyzing music</li> <li>• Evaluating music</li> <li>• Studying the relationship between music and other art forms, history, and culture</li> <li>• Chorus participation</li> </ul> <p><b>Utilize programs and integrate technology from various websites and use interactive white board to increase a better understanding of the Visual Art curriculum and Music Education.</b></p> <p><b>Art and Music faculty will participate in conferences to remain current on practices in Art and Music Education in relation to implementing Art and Music Georgia Standards of Excellence.</b></p>	School Year 2017-2018  	Funds for Conferences  Substitutes  Copying Costs  Art & Music Classroom Supplies	Teachers  Paraprofessionals  Administrators  DCBOE Curriculum Director	School Calendar  Art Show, Chorus, Rhythm Band Programs, Notes, and Sign In Sheets  Newspaper Articles  Photos  Report Cards  Progress Reports  Lesson Plans	Increased test scores.  Art Show, Chorus and Rhythm Band Presentations  Parent Conference sign in sheets  Title I Notebook

**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

**Goal 8: Ninety-five percent of students in grades 1-5 will have a fully documented *Fitnessgram* assessment.**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment	<p><b><i>FitnessGram</i> will be implemented for Grade levels 1-5</b></p> <ul style="list-style-type: none"> <li>• Grades 1-3 will be measured for height and weight to calculate BMI (Body Mass Index)</li> <li>• Grades 4-5 will be tested on every aspect of <b><i>FitnessGram</i></b>: Height, Weight, Sit- and-Reach, Push-ups, Sit-ups, and PACER</li> <li>• Every student in the school that is physically able will participate in <b><i>FitnessGram</i></b> testing during their physical education class.</li> </ul> <p><b>Individual results of the fitness assessment will be given to the parent or guardian of each student assessed.</b></p> <p><b><i>Fitnessgram</i> results will be reported to the website approved by the Georgia Board of Education by April of 2018.</b></p>	<p>School Year 2017-2018</p> 		<p>P. E. Teachers</p>	<p>Class Rosters</p> <p><b><i>Fitnessgram</i></b> reports to parents</p> <p>Lesson Plans</p>	<p>Completed <b><i>Fitnessgrams</i></b></p> <p>Walk Through show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>



**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**


**Goal 9: 100% of teachers in the system will consistently use common grading according to grade level/content area by 2020.**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>Curriculum, Instruction, Assessment</b>	Provide professional learning for implementation of common grading.	School Year 2015-2020	Performance Matters	Curriculum Director	Sign In Sheets	Agendas
	Implement common grading within grade levels and subjects.	↓	Professional Development common grading, Performance Matters, and using data to inform instruction	Principals  Teachers	Report Cards  Lesson Plans	Powerschool Weights  TKES Observations

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**Strategic Target Area: Purpose and Direction**

**Goal 10: NDES will have in place organizational processes to actively involve family and community, and to facilitate a personalized climate in the school.**

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Family & Community Engagement, School Culture	<p><b>The school reinforces continuous improvement by active involvement of student, family, and community through</b></p> <ul style="list-style-type: none"> <li>• Parent/Teacher Conferences scheduled biannually on the school calendar and when needed throughout the year.</li> <li>• Annual Open House and Title I Parent Meeting.</li> <li>• Activities determined through PTO and Parent Involvement</li> <li>• Numerous parent/family meetings and activities.</li> <li>• Community agencies, businesses, and clubs participation in school activities and volunteer efforts.</li> </ul> <p><b>Information will be disseminated to parents and the community through the school website, newspaper articles, report cards, progress reports, conferences, teacher contacts, Remind 101 (homework communication)</b></p> <p><b>Parents can view academic and attendance information through <i>Power Parent</i> which will be updated weekly.</b></p>	School Year 2017-2018  	Funds for Activities and Meetings  Copying Costs	Teachers  Paraprofessionals  Administrators  Guidance Counselor  Title I Director  Title I Parent Involvement Coordinator  Leadership Team	School Calendar  Meeting Agendas, Notes, and Sign in Sheets  Newspaper Articles  Photos  Volunteer Sign in Sheets  Report Cards  Progress Reports	Increased test scores.  Volunteer sign in sheets  Meeting sign in sheets  Title I Notebook