



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Skyview Elementary School	District Name: Bibb	
Principal Name: Sara Carlson	School Year: 2015-2016	
School Mailing Address: 5700 Fulton Mill Road Lizella, Georgia 31052		
Telephone: 478-779-4000		
District Title I Director/Coordinator Name: Lori Rodgers		
District Title I Director/Coordinator Mailing Address: 484 Mulberry St. Suite 465 Macon, GA 31201		
Email Address: lori.rodgers@bcsdk12.net		
Telephone: 478-779-8541		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Sara Carlson		Principal
Sylvia Rose		Assistant Principal
Kimberly Crowder		Counselor
Norma Lawrence		Kindergarten Lead
Lisa Daniely		1 st Grade Lead
Kimberly Davis		2 nd Grade Lead
Corless Rollins		3 rd Grade Lead
Dana Winborne		4 th Grade Lead
Jesse Harrelson		5 th Grade Lead
Sheri Kay		PEC Lead
Alicia Canterbury		Connections
Margaret Preston		Classified
Suzy Heald		Parent Representative



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SWP/SIP Components

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement plan. Those persons involved were....The ways they were involved were....

-Leadership Team

Sara Carlson – Principal
Sylvia Rose – Assistant Principal
Kimberly Crowder – Counselor
Sheri Kay – PEC Lead
Norma Lawrence – Kindergarten Lead
Lisa Daniely – 1st Grade Lead
Kimberly Davis – 2nd Grade Lead
Corless Rollins – 3rd Grade Lead
Dana Winborne – 4th Grade Lead
Jesse Harrelson – 5th Grade Lead
Alicia Canterbury – Connections
Margaret Preston – Classified
Suzy Heald – Parent Representative

The Leadership team discussed and made the plan as a committee. After the plan was written it was presented to the certified staff. The staff was asked to go back to grade level to discuss the plan. They were given input on suggestions or revisions to the plan. Finally, the Leadership team looked at all the suggestions from grade levels. Those items were discussed and a final revision to the plan was made.

- B. We have used the following instruments, procedures, or processes to obtain information....
- Brainstorming
 - Strategic Planning – school based planning process
 - Disaggregation of Milstones/AIMSWeb/EIP data and student grades.
- C. We have taken into account the needs of migrant children by (or if you have no migratory students.... These are the procedures we would follow should those students be in attendance....)....
- If previously identified, eligible or potentially eligible student enroll, procedures from the Migrant Liaison are followed.
 - Our Counselor provides a new student/parent orientation for students and their families
 - We communicate with the sending/receiving schools in regards to each student.
- D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example:



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Milestones Assessments

Benchmark Results

EIP Data

DRA

SLO (Student Learning Objective)

AIMSweb – Universal Screener Data is collected and analyzed in the fall, winter, and spring of the year according to Tier I of the Georgia RTI Pyramid of Interventions along with multiple sources of formative/summative assessments.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the state student academic achievement standard, using multiple sources of formative and summative data including RTI and Universal Screening Data to compare student performance to their same age and grade level peers nationally, including
- Economically disadvantaged students....
 - Students from major racial and ethnic groups...
 - Students with disabilities
 - Students with limited English proficiency....
- F. The data (multiple sources of formative and summative data including RTI Tier I, Universal Screening data, and CCRPI data) has helped us reach conclusions regarding achievement or other related data
- The major strengths we found in our program were Reading results in grades 3rd through 5th.
 - Some of the major needs discovered were the fluency and reading comprehension in our kindergarten through second grade students. Our data, also shows a discrepancy between achievement between SWD and Non-SWD.
 - We have also discovered that our student's needs constant practice with numeracy and problem-solving. These skills need additional practice in the co-teach setting.
 - We are addressing both our reading and math needs with the use of Best Practices in Literacy utilized across curricula areas. As a school we are using Math Exemplars. This will be used in all grades. We are implementing Formative Instructional Practices.
 - We will address any student's needs through differentiated instruction. Students will work in small groups to gain the skills they need to be successful. This will be done in all grade levels.
 - Implementing technology with instructional practices.
 - Utilizing SLDS and GOFAR in daily classroom instruction.



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The ROOT CAUSE/s that we discovered for each of the needs were....

Our Inclusion classes need to implement a true Co-Teaching model.

No systematic model for early language development (moving to use Saxon Phonics in grades kindergarten through 2nd grade)

Inconsistent implementation of Exemplars

G. The measurable goals/benchmarks (at or above the 25th percentile when compared to same age and grade level peers nationally) we have established to address were....

Our focus is to increase the fluency and comprehension of our students in reading. Our goal is for 70 % of our 3rd grade students to have a lexile level of 650 and 80% of our 5th grade students to have a lexile level of 850.

-We are focused on increasing our student's abilities in Math. Our focus is that all students are proficient in Numeracy and Problem-solving

-Our goals are to meet the needs of our diverse student learning in the areas of Math, Science, and Social Studies

-Our goal is for all of our students to be able to apply the knowledge and information they learn to all facets of their learning.

2. Schoolwide reform strategies that:

Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are...

- Data driven instruction
- Standards-Based Classroom
- Grade Level Planning
- Collaborative Planning
- After School Planning
- EIP (Early Intervention Program)
- Tutoring
- Data from Classworks
- RTI (Response to Intervention)

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).



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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: The ways in which we will address the needs of all children in the school particularly the needs of the students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are...

- Data driven instruction
- Standards-Based Classroom
- FIP (Formative Instructional Plan)
- Grade level planning
- Collaborative planning
- After School program
- EIP (Early Intervention Program)
- RTI (Response to Intervention)
- Tutoring
- Data from Classworks
- Saxon Phonics
- Accelerated Reader
- RTI (Response to Intervention)

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

- DEAR every afternoon for 30 minutes for every student*
- EIP*
- RTI process*
- Small Group Instruction*
- Differentiated Instruction*
- Flexible Grouping*
- Student led conferences in grades third through fifth*
- Training for teachers on Co-Teaching*
- Collaborative planning to disaggregate data*
- Saxon Phonics will be used in grades kindergarten through second grade to assist early readers*
- Formative Instructional Practices*
- Classworks program used in technology lab for connections class. Students also will receive time in class to work in program*



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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement.

Data driven instruction'
Small group instruction
Flexible grouping
Standards-Based Classroom
After School Program
Tutoring
RTI process
EIP (Early Intervention Program)



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- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

As a school we will be closely monitoring several areas of student learning.

-We are working on students lexile levels for grades third and fifth grade. A rubric will be created, for all grade levels, in order to track students meeting their goals. We will look at AIMSWeb data to measure student growth, as well as, DRA data. This will be done for grades kindergarten through fifth grade.

-We are closely monitoring the needs of our students in the area of math. We will look at students progress throughout the year using AIMSWeb data on the RCBM and MAZE. We will look at Milestones Assessment results for our third through fifth grade students. We will also look at Benchmark results in the area of math to determine student understanding

3. Instruction by highly qualified professional staff

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed)

At this time we have all of our teaching staff Highly Qualified

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

At Skyview, we will have professional learning meeting every Tuesday afternoon from 4:00-6:00. We have looked at our CCRPI scores and recognized the needs of our students and the needs of our diverse learners. We have created our Professional Learning Plan to address these students needs, as well as, training teachers may need to help students. Some of the topics we will discuss this year during professional learning are:

- FIP (Formative Instructional Practices)
- Math Exemplars
- Increasing student lexiles
- Standards –Based Reading classroom
- Instructional Strategies
- Differentiated Instruction
- Differentiation with Exemplars
- Re-delivery of Write to Win for ELA/Math/Science/Social Studies



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Collaborative Planning during the year

- Analyzing data for all subject areas
- Differentiation of Science and Social Studies
- Analyze Lexile measures, dolch wordlists, and guided reading data
- Analyze math benchmark data

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response: We make an effort to continually update our Skyview website to inform the community, potential families, and potential teachers of the various things that go on at the schools. They can visit teachers web pages to see what is happening in each grade level. Our teachers and parents are our best advertisement. They let other know the accomplishments of /Skyview and recommend the school to potential teachers

To fill any vacancies we consult Human Resources and only consider those applicants that are approved by the Human Resources that are Highly Qualified.. Potential applicants are identified through Human Resources, annual job fair, local colleges, and any teachers who did part of the teaching practicum in our building.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by...

-Solicited review and recommendation of parents on the schoolwide plan and through PTO, School Council, parent meetings, parent surveys, and school web page.

B. We have developed a parents involvement policy included in our appendices that

- include strategies to increase parental involvement (such as family literacy services and literacy nights at school.)

-describes how the school will provide individual student academic assessment results, including the interpretation of those results.

- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, and newsletters)

- school compacts required – include with policy

-parental checklist

- math and science night



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-parent meetings on various topics for parents to understand what happens in their child's classroom and how they can help w\their children at home.

Skyview parents were involved in the formation of the schoolwide parental involvement plan, which is reviewed and updated annually and throughout the year. The school makes every effort to communicate between home and school by sending home and/or making available a monthly newsletter and parent calendar allowing parents to stay informed about school events; making available planners for students to write assignments and assist with day to day communication; making available folders of weekly signed papers. The parents are also notified using the call out system of events happening in the school and the community. We now use a new digital board at the entrance of the school to make parents away of events taking place at the school or upcoming events.

Skyview will hold family nights over the course of the school year in conjunction with PTO meetings. The meetings will focus on four basic subject areas: Reading/ELA, Math, Science, and social Studies. Skyview encourages active parental involvement in their child's education through the following means: *Provide parents reasonable access to staff.*

Teachers are available before and after school and during planning times throughout the school year. Teachers may be reached by phone, email or written communication.

-Parents are provided the opportunities to volunteer, participate in their child's class and to observe in classroom activities.

-Parent conferences

-Parent information meeting by Family Engagement Faciliatator

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering preschool or kindergarten from various early childhood programs.

In-house Pre-K students are incorporated into the school day by placing them on the connection schedule, lunchroom schedule, and dismissal schedule with the other students assigned to the school.

In-house Pre-K students are allowed to participate in activities alongside kindergarten students in kindergarten classroom several times during the month of May.

The Pre-K teachers and Kindergarten teachers meet with pre-k parents about kindergarten requirements/expectations.



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Posters, newsletters, notes are sent home with students with younger students, and media announcements are used to round up kindergarten students for the incoming class in the spring of each year.

Skyview Elementary teachers, counselors, and school administration meet with incoming kindergarten parents to discuss upcoming expectations, curriculum, routines, etc. at the beginning of the school year.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: At Skyview Elementary teachers have grade level planning daily for 45 minutes. This is a time, not only for planning but also to look at student data. We have collaborative planning scheduled four times a year to look at AIMSWeb data to identify student weakness and student strengths. The teachers then develop a plan of intervention to assist the students in the areas of weaknesses.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are... (Especially for those students who are struggling.)

- Differentiated Instruction
- Small Group Instruction
- Tutoring
- RTI (Response of Intervention)
- EIP (Early Intervention Program)
- PEC
- One-on-one instruction
- Flexible grouping



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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and listing of a state and federal programs consolidated in the schoolwide plan.

In order to maximize the benefits of all funding sources and all available resources to support improved academic achievement for all students, Skyview Elementary combines Title I funds with other federal, state, and local funding. The schoolwide plan addresses the needs of all student's and provides reform strategies to meet these needs.

Funding resources are provided to students to ensure they receive an optimal learning experiences. All materials, resources, additional personnel and professional learning to assist with the learning and enhance the state required curriculum. At Skyview Elementary, the following are provided:

- Professional Learning
- Collaborative Planning
- Instructional Material
- Free and Reduced Breakfast and Lunch Programs
- School Nurse
- School Social Worker
- Early Intervention Program
- After School Program
- Tutoring
- PEC
- Homeless
- Supplemental Instructional Materials

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response: This was the first year Skyview Elementary third, fourth, and fifth grade students took the Milestones Assessment. Results will not be sent to the schools until the fall of 2015. Once the school receives the results we will hold meetings and conferences with parents to explain the results of their child's assessment. Student progress is reviewed during RTI meetings. Students in grades third, fourth, and fifth will have student led conferences when their Milestones Assessments are delivered. Students will meet with their parents to discuss how they did on their assessment and what their next steps will be.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.



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*Response: All assessment data are collected and disaggregated un the guidelines of the Bibb County School District Assessment and Accountability office.
At the beginning of each new year, teachers are given various forms of data results of the students they taught the year before. Teachers are to take the information and see if they see a pattern as to which students may not have mastered or those they might have all mastered. After collecting this information the teachers receives results for the students they have coming to them for the coming school year. They look at the test results of each student and this helps them to determine the individual needs of the students.*

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: Assessments are selected by the GADOE and BCSD on the basis of research and are ensured to be valid and reliable by the GADOE and BCSD.

14. Provisions for public reporting of disaggregated data.

Response: Disaggregated data is available in the school's data room for viewing by parents, school system staff and community members. Stakeholders area also informed through the public reporting of data through the district office, the Georgia Department of Education website, the school's website, newsletters, and PTO meetings.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response: The data and information in this plan was obtained from the 2014-2015 school year. The leadership team met on several occasions to review the necessary information that was needed for this plan. Several items were taken into account when developing this plan. Test scores, CCRPI, attendance, discipline, parents, and community. Once the plan was drafted it was discussed with the faculty for any input or revisions. A member of the school council was included in the process.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response: All required data was input on the draft document, to include information gleaned from the parent survey forms and information gathered during parent and school council meetings. Once the draft was completed, the PTO executive board and the school council reviewed the document and were given the opportunity to ask questions and offer suggested changes to the document..

17. Plan available to the LEA, parents, and the public.

Response: Once the plan was finalized a copy was available at the school in the main office and on the school's website for viewing. A copy of the plan is in the Title I office and on the district website.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary



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language..

Response: Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language upon request.

19. Plan is subject to the school improvement provisions of Section 1116.

Response: The Title I plan for Skyview Elementary is subject to the school improvement provisions according to Section 1116.

If selected by the National Assessment of Educational Progress project, commonly known as the Nation's Report Card, Skyview Elementary School will participate.