



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

**NAME OF SCHOOL/PRINCIPAL:**

North Fayette Elementary School/Oatha Mann

**NAME OF DISTRICT/SUPERINTENDENT:**

Fayette County Schools/Dr. Joseph Barrow

- 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)

Name	Position/Role	Signature
Oath Mann	Principal	see attached signature page
Tammy Sibley	Assistant Principal	
Kathy Myers	Title I Teacher	
Marcia Doss	EIP	
Tonia Tenney	Leadership, ELA CTL	
Courtney Barfield	Leadership, 2nd	
Penny George	Leadership, RTI CTL	
Melinda White	Leadership 3rd	
Heather Sherwood	Counselor	
Ellen D'Andrea	Leadership, parapro	
Alicia Powell	Parent	
Priscilla Newsom	Behavior Specialist	
Stacie Peckett	Leadership, 4th	
Sharlott Williams	Leadership, 1st	
Kendra Atkins-Brown	Leadership Chair	
Tereas Mattingly	Leadership, SS CTL	
Teloca Murdock-Sistrunk	Parent	
Bill Maddox	Parent, Community Business Member	
Sandra Morse	Parent	

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Name	Position/Role	Signature
Casey Kirven	Parent	see attached signature page
Andrew Krakeel	Teacher, 5th	
Tanshanika Smith	Parent	
Clarice Howard	Title I Coordinator	
Sherry McMullen	Parent	
Shelby Yard	Leadership, 5th	
Cheryl Busby	Teacher, 3rd	
Jody Forste	Parapro	
Betty Jo Bishop	Leadership, Science CTL	
Jessica Waseman	Leadership, LEA	
Jennifer Pahl	Leadership, Media Center	
Daniel Barry	Leadership, Technology	
Tina Harper	Leadership, Gifted	

**Planning Committee Members (SWP 8, 16)**

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

The Letter of Intent for Title I Schoolwide was submitted on 2010-2011.

Please indicate the programs that are consolidated in this plan: Title I, Title II, IDEA, Title III, Professional Learning

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)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Increase number of students reaching reading benchmarks in K-5.</p>	<p>Dibels Next Oral Reading Fluency Sight Words GKIDS CCRPI Content Area Scores SRI Georgia Milestones ELA Scores Stakeholder’s Meeting Minutes Parent Survey</p>	<p>Targeted student subgroups: H ,W, ED, EL, SWD  Parents  Teachers  Central Office  Administrators</p>	<p>SWP11. Assessment Results/ Interpretation of Results Available to Parents Through: Success Team Meetings Parent Conferences Friday Folders IC Parent Portal Grade Level Websites Email Progress Reports/Report Cards Annual Title I Meeting Stakeholder’s Meeting Individual Student Reports Surveys Compacts</p> <p>SWP12. Collection and Disaggregation of Data: county testing coordinator leadership team administration teachers. Georgia DOE Governor’s Office of Student Achievement</p> <p>SWP13. Reliability of Data: The state mandated assessment, Georgia Milestones for students meets reliability and validity requirements.</p>

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<p>Increase number of students reaching math benchmarks 1-5.</p>	<p>CCRPI Content Area Scores Georgia Milestones Math STAR Math Stakeholder’s Meeting Minutes Parent Survey</p>	<p>Targeted student subgroups: W, ED, EL SWD  Parents  Teachers  Central Office  Administrators</p>	<p>SWP14. Public Reporting of Data: Georgia DOE website: <a href="http://www.doe.k12.ga.us">www.doe.k12.ga.us</a>, Governor’s Office of Student Accountability website: <a href="http://www.gaosa.org">www.gaosa.org</a>, Balanced Scorecard on the Fayette County District website: <a href="http://www.fcboe.org">www.fcboe.org</a>, Burch website: <a href="http://www.burchbears.org">www.burchbears.org</a>, local newspapers (Fayette Citizen, and Fayette Daily News), Assessment results sent to parents via first class mail, PTO, School Council, Data overviews at Title I Annual Meeting,,Stakeholder’s Meeting, Success Team Meeting, Curriculum Night</p>
<p>Increase number of students reaching benchmarks in science and social studies, 3-5.</p>	<p>CCRPI Content Area Scores Georgia Milestones Scores Science Unit Tests Mastery of Content Standards Depth of Knowledge Levels Stakeholder’s Meeting Minutes</p>	<p>Targeted student subgroups: W, ED, EL, SWD  Parents  Teachers  Central Office  Administrators</p>	<p>SWP17. Plan Available to LEA, Prents, Public: Posted on NFES website: <a href="http://www.northfayetteelementary.org">www.northfayetteelementary.org</a> via the Title I link. NFE main office, Parent Center, Lafayette Educational Center (office of the Director of Federal Programs). Leadership Team, Teachers.  SWP18. Plan translated/interpreted as needed by Parent Liaison.</p>

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Increase number of students reaching reading benchmarks in K-1 by 5%

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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		
Curriculum 1,2 3, Assessment 1, 2, 3, 4, 5 Instruction 1, 2, 3, 4, 5, 6, 7, 9 Professional Learning 1, 2, 3, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6, 7, 8 Planning 1, 2, 3, 4, 5, 6 Family Engagement 1, 2, 3, 4, 5, 6 School Culture 1, 2, 3, 4, 5	Targeted Student Subgroups: H, W, ED, EL, SWD (#3, 5, 13, 15) Teachers (#2, 3, 4, 5, 8, 10) Administrators (#1, 2, 4, 6, 7, 8, 11, 12, 13, 14, 15) Parents (#5, 9, 10, 11, 12, 13)	<ol style="list-style-type: none"> <li>Personnel to assist with small group differentiation, instructional supplies, activities as needed.</li> <li>Implement use of MobyMax, Lexia with fidelity.</li> <li>Utilize technology and related electronic support to access most current academic resources and differentiate instruction.</li> <li>Provide extended day programs (ARM, Saturday Academy, Early Enrichment, Lunch and Learn) to support reading instruction.</li> <li>Use Bookflix, Trueflix, USA Test Prep, Studies Weekly, Pebble Go, and Text Talk to enrich vocabulary and build background knowledge.</li> <li>Increase book selection in Media Center for early chapter books with higher lexiles.</li> <li>Increase number of books with Reading Counts tests.</li> <li>Professional learning in early literacy, differentiation, in ELA, teaching with rigor in reading/ELA, GM writing rigor/techniques.</li> <li>Provide parent workshop on Reading Comprehension in Content Areas.</li> <li>Executee parent meetings to share curriculum information and student data.</li> <li>Provide updated parent materials in Parent Center for home learning activities.</li> <li>Provide parent liaison to collaborate with parents, translate/interpret documents as needed.</li> <li>Provide at-home learning materials for summer.</li> <li>Provide RTI Interventionist to assist struggling learners (including homeless children) with "Pyramid of Interventions."</li> </ol>	TKES evaluations. RTI committee log  Lesson plans, Instructional assistant schedules, progress monitoring log, student data  Formative/summative assessments, benchmark assessments, state required assessments, attendance log for ARM, Saturday Academy  Sign in sheets, compact signatures, parent liaison log,, parent	<b>School Leaders Demonstrate:</b> monitoring of instruction  <b>Teachers Demonstrate:</b> Differentiated instruction, use of researched based programs with applicable technology to enhance instruction, ongoing progress monitoring, use of student data to plan instruction.  <b>Students Demonstrate:</b> Engaged, focused learning idemonstrating growth in content areas  <b>Parents Demonstrate:</b> Attendance at workshops, parent meetings, conferences, utilize Kajeet, utilize resources in parent center,	Ongoing classroom observations, monitor use of Lexia, MobyMax. Follow RTI schedule to update student growth  Lesson plan evaluations,, ongoing classroom observations  Ongoing classroom observations, student growth data  Parent emails/comments, frequent check of parent center sign out log, parent contacts to ensure use of Kajeet and other resources	1.\$91,893.00, county funding for ESOL, SPED 2. County funding 3. \$6054.00 4. \$25,584.00 5.\$3,308.00 6. County funding 7. County funding 8. \$400.00, County funding 9. \$175.00 10.\$2,360.00 11. \$700.00 12. \$24,613.00 13.\$3,000.00

		15. Transition activities for Pre-K-K, 5th -6th, and new to North Fayette students. 16. Encourage attendance with attendance goals, tracking of absences.	center sign out log, attendance log	participate in home-learning activities, set attendance goal		14. County funding 15. County funding 16. County funding  Funding Source: Title I, Title II, Title III, IDEA.
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**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Increase number of students reaching math benchmarks 1-5 by 5%.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
Curriculum 1,2 3, Assessment 1, 2, 3, 4, 5 Instruction 1, 2, 3, 4, 5, 6, 7, 9 Professional Learning 1, 2, 3, 4, 5, 6 Leadership 1, 2, 3, 4, 5, 6, 7, 8 Planning 1, 2, 3, 4, 5, 6	Targeted Student Subgroups: W, ED, EL, SWD (#3, 8, 10)  Teachers (#2, 3, 4, 7)  Administrators (#1, 2, 4, 6, 9, 10)  Parents (#3, 5, 6, 7, 8)	<ol style="list-style-type: none"> <li>Personnel to assist with small group differentiation.</li> <li>Implement use of MobyMax, DreamBox with fidelity.</li> <li>Utilize technology and related electronic support to access most current academic resources and differentiate instruction.</li> <li>Professional learning in early math literacy, differentiation in math, teaching with rigor in math.</li> <li>Parent workshop in using appropriate math strategies, encouraging growth in application of math content skills.</li> <li>Provide parent liaison to collaborate with parents, translate/interpret documents as needed.</li> <li>Executee parent meetings to share curriculum information and student data.</li> </ol>	TKES evaluations. RTI committee log  Lesson plans, Instructional assistant schedules, progress monitoring log, student data  Formative/summative assessments, benchmark	<b>School Leaders Demonstrate:</b> monitoring of instruction  <b>Teachers Demonstrate:</b> Differentiated instruction, use of researched based programs with applicable technology to enhance instruction, ongoing progress monitoring, use of student data to plan instruction.	Ongoing classroom observations, monitor use of Lexia, MobyMax. Follow RTI schedule to update student growth  Lesson plan evaluations,, ongoing classroom observations	<ol style="list-style-type: none"> <li>\$91,893.00, county funding for ESOL, SPED</li> <li>County funding</li> <li>\$6054.00</li> <li>County funding</li> <li>\$175.00</li> <li>\$24,613.00</li> <li>\$2,360.00</li> </ol>



<p>Family Engagement 1, 2, 3, 4, 5, 6</p> <p>School Culture 1, 2, 3, 4, 5</p>		<p>8. Provide at-home learning materials for summer.</p> <p>9. Provide RTI Interventionist to assist struggling learners (including homeless children) with “Pyramid of Interventions.”</p> <p>10. Transition activities for Pre-K-K, 5th -6th, and new to North Fayette students.</p> <p>11. Provide extended day programs (ARM, Lunch and Learn, Saturday Academy, Summer Math Camp) to support math instruction.</p> <p>12. Encourage attendance with attendance goals, tracking of absences.</p>	<p>assessments, state required assessments, attendance log for ARM, Saturday Academy</p> <p>Sign in sheets, compact signatures, parent liaison log,, parent center sign out log, attendance log</p>	<p><b>Students Demonstrate:</b> Engaged, focused learning idemonstrating growth in content areas</p> <p><b>Parents Demonstrate:</b> Attendance at workshops, parent meetings, conferences, utilize Kajeet, utilize resources in parent center, participate in home-learning activities, set attendance goal</p>	<p>Ongoing classroom observations, student growth data</p> <p>Parent emails/comments, frequent check of parent center sign out log, parent contacts to ensure use of Kajeet and other resources</p>	<p>8. \$3,000.00</p> <p>9. County funding</p> <p>10. County funding</p> <p>11. \$25,584.00</p> <p>12. County funding</p> <p>Funding Source: Title I, Title II, Title III, IDEA</p>
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**SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Increase number of students reaching benchmarks in science and social studies, 3-5 by 5%.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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		

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<p>Curriculum 1,2 3, Assessment 1, 2, 3, 4, 5</p> <p>Instruction 1, 2, 3, 4, 5, 6, 7, 9</p> <p>Professional Learning 1, 2, 3, 4, 5, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning 1, 2, 3, 4, 5, 6</p> <p>Family Engagement 1, 2, 3, 4, 5, 6</p> <p>School Culture 1, 2, 3, 4, 5</p>	<p>Targeted Student Subgroups: W, EL, ED, SWD (#3, 4, 7)</p> <p>Teachers (#2, 3, 4, 5)</p> <p>Administrators (#1, 5, 6)</p> <p>Parents (#3, 4, 6, 7, 8)</p>	<ol style="list-style-type: none"> <li>Personnel to assist with small group differentiation.</li> <li>Implement use of MobyMax.</li> <li>Utilize technology and related electronic support to access most current academic resources and differentiate instruction in science and social studies.</li> <li>Use Bookflix, Trueflix, USA Test Prep, Studies Weekly, Pebble Go, and Text Talk to enrich vocabulary and build background knowledge.</li> <li>Professional learning (with substitutes as needed) to align teaching practices with STEM techniques and interpretation of standards, teaching with rigor in science and social studies.</li> <li>Provide parent liaison to collaborate with parents, translate/interpret documents as needed.</li> <li>Provide at-home learning materials for summer.</li> <li>Provide parent workshop on science/social studies content/vocabulary development.</li> <li>Provide extended day programs (ARM, Saturday Academy, Early Enrichment, Lunch and Learn) to support science and social studies instruction.</li> <li>Encourage attendance with attendance goals, tracking of absences.</li> </ol>	<p>TKES evaluations. RTI committee log</p> <p>Lesson plans, Instructional assistant schedules, progress monitoring log, student data</p> <p>Formative/summative assessments, benchmark assessments, state required assessments, attendance log for ARM, Saturday Academy</p> <p>Sign in sheets, compact signatures, parent liaison log,, parent center sign out log, attendance log</p>	<p><b>School Leaders Demonstrate:</b> monitoring of instruction</p> <p><b>Teachers Demonstrate:</b> Differentiated instruction, use of researched based programs with applicable technology to enhance instruction, ongoing progress monitoring, use of student data to plan instruction.</p> <p><b>Students Demonstrate:</b> Engaged, focused learning idemonstrating growth in content areas</p> <p><b>Parents Demonstrate:</b> Attendance at workshops, parent meetings, conferences, utilize Kajeet, utilize resources in parent center, participate in home -learning activities, set attendance goal</p>	<p>Ongoing classroom observations, monitor use of Lexia, MobyMax. Follow RTI schedule to update student growth</p> <p>Lesson plan evaluations,, ongoing classroom observations</p> <p>Ongoing classroom observations, student growth data</p> <p>Parent emails/comments, frequent check of parent center sign out log, parent contacts to ensure use of Kajeet and other resources</p>	<ol style="list-style-type: none"> <li>\$91,893.00, county funding for ESOL, SPED</li> <li>County funding</li> <li>\$6054.00</li> <li>County funding</li> <li>\$4,169.00, County funding</li> <li>\$24,613.00</li> <li>\$3000.00</li> <li>\$350.00</li> <li>\$25,584.00</li> <li>County funding</li> </ol> <p>Funding Source: Title I, Title II, Title III, IDEA.</p>
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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
Professional learning in early literacy, differentiation in ELA, teaching with rigor in reading/ELA.	August 2016-May 2017	Teacher planning, no charge.	Michelle Castillo, ELA CTL	Administration lesson plans	Sign in sheets for professional learning, lesson plans, ongoing classroom observations.
Professional learning in writing for new staff members.	August 2016-May 2017	Half day workshop, \$400.00, title I funds.	Dr. Ebony Lee	Administration lesson plans	Sign in sheets for professional learning, lesson plans, ongoing classroom observations.
Professional learning in early math literacy, differentiation in math, teaching with rigor in math.	August 2016-May 2017	Teacher planning, no charge.	Josh Nolan, Math CTL	Administration lesson plans	Sign in sheets for professional learning, lesson plans, ongoing classroom observations.
Professional learning in science (with substitute coverage as needed) to align teaching practices with STEM techniques and interpretation of standards.	August 2016-May 2017	Teacher planning, model lessons with substitute coverage, \$3800.00, title I funds.	Betty Jo Bishop NFE Sci CTL	Administration lesson plans	Sign in sheets for professional learning, lesson plans, ongoing classroom observations.
Professional learning in teaching with rigor in science and social studies.	August 2016-May 2017	Teacher planning, no charge	Dr. Patricia Morgan, Dr. Becky Ryckley, Science/SS CTL	Administration	Sign in sheets for professional learning, lesson plans, ongoing classroom observations.

## Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. **Yes** (Yes or no)  
If no, explain

List efforts to recruit highly qualified teachers to your school.  
Career Fairs  
Local and Regional Job Fairs  
Professional Learning Communities  
County Leadership Development  
Fayette County Website

**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>