



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Sunset Elementary			District Name: Colquitt		
Principal Name: Mr. Keith Adams			School Year: 2015-2016		
School Mailing Address: 698 U.S. Hwy. 319 South Moultrie, GA. 31768					
Telephone: 228-890-6184					
District Title One Director/Coordinator Name: Mr. James Harrell					
District Title One Director/Coordinator Mailing Address: Colquitt County Board of Education 710 28 th Avenue SE Moultrie, GA. 31768					
Email Address: jharrell@colquitt.k12.ga.us					
Telephone: 229-890-6230					
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"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



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Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Mr. Keith Adams	kadams@colquitt.k12.ga.us	Principal
Ms. Charla Brinson	cbrinson@colquitt.k12.ga.us	Assistant Principal
Mrs. Donna Marshall	dmarshall@colquitt.k12.ga.us	District Representative
Ms. Penny Howard	poward@colquitt.k12.ga.us	Kindergarten Grade Teacher
Mrs. Carrie Rowley	crowley@colquitt.k12.ga.us	First Grade Teacher
Mrs. Stephanie Purvis	spurvis@colquitt.k12.ga.us	Grade Teacher
Mrs. Malinda Hall	mhall@colquitt.k12.ga.us	Grade Teacher
Mrs. Delicia Peacock	dpeacock@colquitt.k12.ga.us	Grade Teacher
Mrs. Myra Gant	mgant@colquitt.k12.ga.us	Fifth Grade Teacher
Mrs. Diane Smith	dsmith@colquitt.k12.ga.us	ESOL Teacher
Mrs. Lindsay Mims	lmims@colquitt.k12.ga.us	SPED Teacher
Mrs. Melanie Turner	mturner@colquitt.k12.ga.us	Media Specialist



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Mission Statement

The Sunset School family and community partners are committed to excellence in education for students' current and future success.

Vision Statement

Sunset Elementary School provides a diverse community where students will become productive and cooperative life-long learners to ensure their success for the future.

BELIEFS

1. The Sunset School family and community partners should work cooperatively to provide the best education for students.
2. The staff must demonstrate exemplary professional conduct and commitment to students.
3. All students should have the opportunity to experience success and should be encouraged to achieve at high levels.
4. Students are most receptive to learning in an environment that is safe, comfortable, positive, and academically stimulating.
5. Students learn best in an atmosphere where mutual respect has been established between the students and teachers.
6. Students learn socially acceptable behavior when positive role models are provided.
7. Students should have the opportunity to learn in ways that meet their unique needs for kinesthetic, auditory, and visual experiences.
8. Technological resources should be provided and used when appropriate to enhance instruction and learning.
9. Students should be rewarded for meeting standards of excellence in academics, attendance, and behavior.



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Title I School Improvement Plan Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- A. Our school-wide plan was developed with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved in revising the plan were Keith Adams- principal, Charla Brinson-assistant principal, Carrie Rowley-1st grade teacher, Malinda Hall-3rd Grade Teacher, and Myra Gant-5th grade teacher. School Council Members and parents were presented with school-wide data at meetings throughout the year. The team analyzed data, identified strengths and weaknesses, determined possible root causes, set goals, selected actions and strategies, and decided what artifacts and evidence would be used to determine the impact on student achievement.
- B. We have taken into account the needs of migrant children by
- Four System Recruiters
 - Two System PAC meetings
 - Migrant Summer school
 - Assist with immunizations, doctor visits, glasses, and any other documentation needed to attend school
 - Migrant students at Sunset are monitored due to the low number of migrant students attending Sunset.
- C. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The following instruments, procedures, and processes were used to obtain information for the plan.
- Classroom Observations
 - Grade Group Meetings
 - Local School Governance Team (LSGT)
 - Faculty Meetings
 - Title I Parent Meetings
 - Surveys (Faculty, Student, and Parents)
 - PTO Meetings
 - County-wide Data Retreat
- D. 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.
- The following data is our new baseline data using new state standards because we no longer have AYP (Adequate Yearly Progress). This data is based on SLDS (Statewide Longitudinal Data System), Dibels Next, SRI (Scholastic Reading Inventory).



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CRCT Data By Grade Level

Third Grade																
	ELA			Reading			Math			Science			Social Studies			
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	
2011	14	63	22	13	53	34	15	48	37	21	50	29	23	66	11	
2012	16	63	20	16	49	34	24	34	42	40	38	22	32	58	10	
2013	19	64	16	12	59	30	26	51	23	42	37	21	40	45	15	
2014	15	70	14	17	55	28	32	34	33	42	46	12	23	64	12	
Fourth Grade																
	ELA			Reading			Math			Science			Social Studies			
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	
2011	15	63	22	20	52	28	23	48	29	37	50	13	41	55	5	
2012	12	64	24	19	48	33	22	48	30	28	49	22	29	60	11	
2013	17	55	28	13	56	32	19	48	33	26	48	25	27	63	9	
2014	20	60	19	11	56	32	24	45	31	39	41	20	40	45	15	
Fifth Grade																
	ELA			Reading			Math			Science			Social Studies			
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	
2011	6	54	40	12	53	35	24	44	32	26	47	27	35	49	16	
2012	10	58	32	12	63	25	29	52	19	34	43	23	35	54	11	
2013	10	62	29	10	67	23	20	47	32	34	45	21	37	56	7	
2014	11	57	32	12	67	21	24	44	32	29	54	18	40	47	12	



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CRCT Data By Grade Level SWD

	ELA			Reading			Math			Science			Social Studies			
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	
2011	34	66	0	38	53	9	56	39	6	69	24	7	69	29	2	
2012	38	62	0	47	47	6	50	42	8	62	33	5	68	31	2	
2013	44	54	3	31	51	18	48	42	13	53	38	9	67	31	2	
2014	46	51	3	39	56	6	71	20	9	73	28	0	28	57	15	

Sunset CRCT Data

	ELA			Reading			Math			Science			Social Studies			
	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	DNM	M	E	
2011	12	58	30	13	73	13	20	47	33	19	68	13	29	65	7	
2012	22	72	6	22	78	0	22	72	6	56	28	17	44	56	0	
2013	19	77	4	12	84	4	15	82	4	37	59	4	48	48	4	
2014	8	92	0	20	76	4	27	58	15	50	50	0	42	58	0	



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Dibels Data

Benchmark 1 14-15	Well Below	Below	At or Above
K	19	29	52
1st	38	18	44
2nd	33	23	43
3rd	42	13	45
4th	52	19	28
5th	57	14	29

Benchmark 1 15-16	Well Below	Below	At or Above
K	29	20	51
1st	23	21	56
2nd	26	19	55
3rd	23	25	53
4th	60	13	27
5th	60	10	30

Benchmark 2 14-15	Well Below	Below	At or Above
K	24	24	53
1st	26	9	65
2nd	18	24	58
3rd	37	19	44
4th	39	17	44
5th	32	31	38

Benchmark 2 15-16	Well Below	Below	At or Above
K	18	21	62
1st	21	18	61
2nd	20	23	56
3rd	21	23	57
4th	26	24	40
5th	43	15	42



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Benchmark 3 14-15	Well Below	Below	At or Above
K	12%	27%	61%
1st	20%	10%	70%
2nd	20%	24%	56%
3rd	45%	17%	38%
4th	38%	23%	40%
5th	38%	36%	26%

Benchmark 3 15-16	Well Below	Below	At or Above
K			
1st			
2nd			
3rd			
4th			
5th			



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(SRI) Lexile Data at Benchmark 3, 2014-15

	Advanced	Proficient	Basic	Below Basic
3rd	3%	29%	42%	26%
4th	5%	39%	32%	22%
5th	3%	41%	31%	25%

(SRI) Lexile Data at Benchmark 1, 2015-16

	Advanced	Proficient	Basic	Below Basic
3rd	0%	15%	25%	44%
4th	1%	8%	15%	65%
5th	3%	13%	20%	38%

(SRI) Lexile Data at Benchmark 2, 2015-16

	Advanced	Proficient	Basic	Below Basic
3rd	1%	17%	35%	33%
4th	2%	10%	20%	60%
5th	1%	16%	21%	38%

(SRI) Lexile Data at Benchmark 3, 2015-16

	Advanced	Proficient	Basic	Below Basic
3rd				
4th				
5th				



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Georgia Milestones Lexile Distribution

3rd Grade	2015		2016		2017		2018	
	School	State	School	State	School	State	School	State
Above the Stretch Band (Above 820L)	12%	23%						
Within the Stretch Band (520L-820L)	44%	46%						
Below the Stretch Band (Below 520L)	44%	31%						

4th Grade	2015		2016		2017		2018	
	School	State	School	State	School	State	School	State
Above the Stretch Band (Above 820L)	19%	23%						
Within the Stretch Band (520L-820L)	31%	36%						
Below the Stretch Band (Below 520L)	51%	41%						

5th Grade	2015		2016		2017		2018	
	School	State	School	State	School	State	School	State
Above the Stretch Band (Above 820L)	15%	36%						
Within the Stretch Band (520L-820L)	25%	31%						
Below the Stretch Band (Below 520L)	60%	34%						



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*2. School wide reform strategies that are scientifically, researched based.
2(a). School wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
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 found in the action plan on pages 14-26.

2(b). Are based upon effective means of raising student achievement.
The following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies <ul style="list-style-type: none">• DIBELS Next Team-a group of staff members that tests all students to allow for more instructional time for classroom teachers.• Differentiation Box provided through Striving Readers Grant• Yearly math training provided by system• I-Ready• RAZ Kids

2(c). Use effective instructional methods that increase the quality and amount of learning time.
We will increase the amount and quality of learning time by protecting instructional time with limited announcements and interruptions. Morning intervention groups will be provided for at-risk students in grades 4-5, DIBELS Next team members perform testing for all classroom teachers.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
As we continuously review our achievement data, we target those students who are struggling. We progress monitor in the area of reading: fluency, vocabulary, phonics, phonemic awareness and reading comprehension utilizing Differentiation Box, and DIBELS Next. Through the adoption of the K-5 comprehensive reading program, we have studied and will continue to study the data that reflects our implementation of scientifically based reading strategies. Additionally, we review reading/ELA and math data of all students. Students reading below the proficient levels as indicated by DIBELS Next will receive intervention services that provide them with more opportunities and intense practice using those strategies. This intervention will be provided by various Title services. One indicator of the effectiveness of our program will be the number of students in need of substantial intervention. We expect that number to decrease as students are served by the core reading curriculum and interventions.



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2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the school wide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: Each request is determined valid by the principal who looks at the request and the standards that correlate with it.

*3. Instruction by highly qualified professional staff.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

All staff members are highly qualified.

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. We will include teachers, principals, paraprofessionals, parents, and other staff in the professional development activities. These activities are designed to address the root causes of our identified needs. For example, all participants will complete a survey to determine the needs of our school as specified in this document.

B. We will align professional development with the State's academic content and student academic achievement standards. This professional development is accomplished by focusing on the development of Reading, Writing, Math, Science, Social Studies, ESOL, and Special Education.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, Federal funds have been set aside for a parent coordinator and social worker. State funds are used for social worker, teachers, principal, counselor, etc. Local funds are used to supplement the educational setting and to ensure all staff members have the necessary staff development to carry out the plan.



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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

- D. We will include teachers in professional development activities regarding the use of academic assessments. This inclusion will enable them to provide information, improve achievement of individual students, and the overall instructional program in the following ways by providing training in the following areas: DIBELS Next, ACCESS, ESOL, and Gifted Endorsement. As well, the school meets by grade level to discuss unit assessments and the use of data to formulate instruction for students.

*5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We will include parents in the organization, planning, review, and improvement of school wide and parental involvement programs. We will accomplish this by the School Advisory Board, ESOL/Migrant Nights, Migrant Night, and Parental Workshops.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and school. This update will be distributed to the parents of participating children and made available in their school agendas as the student compact. We will make the parental involvement plan available to the local community by posting it on the Sunset webpage, distributing copies during PTO meetings and Title 1 Night.
- C. We will conduct an annual meeting during Open House to inform parents about the school's Title I program, school wide plan, parental requirements and involvement policy.
- D. We will offer a flexible number of meetings during the day with funds provided by Title I. The funds will be spent on transportation, childcare, or home visits. Such services relate to parental involvement as indicated by the analysis of the parental survey results.
- E. We will provide parents with information about the Title I program and a description of the curriculum implemented at the school. We will also include academic assessments used to measure student progress and proficiency levels the students are expected to meet. Parents will participate in regular meetings and scheduled meetings to formulate suggestions, approve decisions relating to the education of their child.
- F. We will jointly develop with parents a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved academic achievement. The school, along with parents, will build and develop a partnership to help children achieve the state's high standards. This will be accomplished by having parent



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participation on the School Advisory Board, PTO meetings, ESOL/Migrant nights, and Academic Night.

- G. We will provide assistance to parents in understanding the state's academic content and achievement standards. Additionally, both state and local academic assessments that include alternate assessments, requirements of Title I Part A, monitoring their child's progress and establishing an ongoing working relationship with educators by involving the Parent Coordinator and establishing workshops will be used to accomplish these tasks.
- H. We will provide materials and training to help parents work with their child to improve his/her child's achievement. These provisions will be accomplished by providing literacy training, technology implementation, and fostering parental involvement by scheduling parental workshops throughout the year.
- I. We will provide training to educate teachers, the principal, and staff on how to reach out, communicate and work with parents as equal partners. This relationship will improve the commitment between parents and school. This training is necessary because parents have a stake in their child's school and education.
- J. We will coordinate and integrate parental involvement programs and activities with the following programs: Head Start, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, parent resource centers, and public preschool. These programs encourage and support parents in participating in the education of their children. By signing the parent compact in the Student agenda and by attending parent workshops and special nights thru the year, parents can be involved in their children's education.
- K. We will take actions to ensure that information related to the school including parent programs, meetings, and other activities is sent to the parents. This information will be given by alternative means and in a language the parents can understand by using Sunset's automatic calling system (One Call) and newsletters in English and Spanish.
- L. We will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will provide information and school reports required under section 1111 of the ESEA. This provision will include alternative formats upon request and in a language parents understand, by translating documents and providing a translator at school functions.



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*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

We will plan activities for assisting preschool children in the transition from Pre-K to Kindergarten at our school. In addition, we have several parent education opportunities to help with the transition. Parents can attend Open House and individual conferences. We have a school social worker who is instrumental in helping children successfully move from Pre-K to Kindergarten. We invite Head Start and Culbertson to tour the school and visit the classrooms. Our Pre-K students take a tour of the Kindergarten classrooms at the end of the year. Pre-K parents are invited to a Kindergarten meeting where they receive resources to help their child make a smooth transition into Kindergarten. The fifth graders attend “Smooth Moves” at the local middle school to become acquainted with the school.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

The ways that we include teachers in decisions regarding use of academic assessments are weekly grade group meetings, Team Leaders, and Leadership meetings. The school improvement committee meet to analyze test scores as well as determine strength and weaknesses.

*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student’s difficulties are identified on a timely basis.

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, and additional assistance. Those activities are (especially for those students who are struggling) Intervention time, Differentiation Box, I Ready, ESOL push in model, Special Education inclusion, and RTI.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response: Math teachers meet throughout the year with the Math Curriculum Director. Teachers also attend Reading/ELA meetings conducted by the Elementary Curriculum Director.



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8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response: Our county has committed 4 early release days (one each quarter) for the purpose of addressing school-wide needs and parent teacher conferences. In addition, the school will hold an academic night in order to provide understanding of the standards based report card. The school agenda book (purchased with Title 1 funds) is a valuable tool for parent teacher communication.

*9. Coordination and integration of federal, state, and local services and programs.

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 a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response: Title 1, ESOL, Migrant, Homeless Funding

9(b). Description of how resources from Title I and other sources will be used.

Response: Title 1 resources will be used in Migrant Education, ESOL, Parent Coordinator, Social Worker, Homeless Funds, and the needed educational resources.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: NA



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

Response: Teacher/Parent newsletters in English and Spanish are sent home weekly with instructional grade level news. Sunset School newsletters are sent to parents in English and Spanish on a monthly basis. One Academic Night will be scheduled in conjunction with the release of report cards in order to provide parents with understanding of the standards based report cards. Parent Portal is available for grades 3-5 to access grades. Parents receive individual Georgia Milestones Reports and DIBELS Next scores when students are tested. Teachers explain scores during Parent/Teacher conferences and Academic Night.

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

Response: Data is collected, analyzed, reported, and used annually. Charts are posted in the Data Room for all to see. Test data is discussed during the Local School Governance Team (LSGT) and at PTO meetings.

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

Response: Data used is reported by the state through the test summaries. Data can easily be manipulated using the Student Longitudinal Data System. The state website is utilized for the reporting of disaggregated data.

13. Provisions for public reporting of disaggregated data.

Response: Disaggregated data is printed in chart form and is placed in the Data Room. Information is shared with the faculty, Local School Governance Team, and PTO. Data is included in the school annual report of progress. A copy of our school improvement plan is available on the school's website.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school wide program.

Response: The school-wide plan for improvement is revisited and updated at least once year. An annual report is filed noting progress on all goals.



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15. 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: Each grade level is involved in the development of our school improvement plan. Parents and stakeholders are involved in the school improvement plan. We work closely with PTO and Local School Governance members.

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

Response: A copy of our school improvement plan is available for all stakeholders in the Data room. A link is also provided to the school's improvement plan on the Sunset website.

17. 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 language.

Response: With the assistance of our system-wide translator, newsletters and parent communication can be translated into Spanish. The translator also comes to our PTO/ parent involvement meetings. The translator is available for parent-teacher conferences upon request. ESOL teachers use the WIDA site as well to ensure school forms are translated into the parent's native language. A parent liaison is also available to translate.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: All provisions are met.



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**SMART Goal 1:
Sunset School will improve teaching and learning practices to meet the targets shown in Tables A-C.**

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
1.1 ELA					
a. Staff development will provide teachers with strategies to improve ELA instruction. <ul style="list-style-type: none"> • Literacy Coach (Glenda Huggins) – observations, teacher meetings, and individual conferences • Utilized county ELA Coach – observations, assisted teachers with plans and materials • Book Study: How to Plan for 	2015-16 School Year	Director of Elementary ELA Curriculum Title I Funds Staff Development funding for continued professional learning RAZ Kids	ELA teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal	Sign-in Sheet Dibels SRI Differentiation Box Bookworms	Increased Scores on Benchmark test Continued SLO Growth Ga. Milestones Growth



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<p>Differentiated Reading Instruction</p> <ul style="list-style-type: none"> • Writing Instruction Books • Benchmark Spreadsheet (SRI, Dibels, i-Ready) • iReady Reading Lab 					
1.2 Math					
<p>a. Staff Development provides strategies to improve problem solving and critical thinking skills</p> <ul style="list-style-type: none"> • Meetings with county Math Curriculum Director • Grade level and New Teacher trainings • i-Ready Report training 	2015-16 School Year	Director of Elementary Math Curriculum Title I Funds Staff Development funding for continued professional learning	Math teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal	Sign-in Sheet I-Ready RESA Consultant	Increased Scores on Benchmark test Continued SLO Growth GA Milestones Growth
<p>b. Analyze Results of Math Assessments, Benchmark Test, GA Milestones</p> <ul style="list-style-type: none"> • Grade level Pre/Post Test Analysis • Benchmark Spreadsheet i-Ready 		Formative and Summative Assessments	Math teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal	Formative and Summative Assessments GA Milestones	Formative and Summative Assessments I-Ready SLO K-3 Ga.



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					Milestones 3-5
<p>c. Intervention Time Scheduled to address weaknesses identified from analyzed data</p> <ul style="list-style-type: none"> • Grade level intervention block scheduled daily • Sunday training for SPED Paras. 		<p>Small Group Instruction I-Ready</p>	<p>Math teachers EL teachers Computer Lab Instructor Paraprofessionals Sped Teachers Principal Assistant Principal</p>	<p>Lesson Plans Teacher Observation Ga. Milestones I-Ready Reports</p>	<p>Formative and Summative Assessments I-Ready SLO K-3 Ga. Milestones 3-5</p>
1.3 Science					
<p>a. Staff development will provide teachers with strategies to improve Science instruction</p> <ul style="list-style-type: none"> • Trish DuBose met with all teachers to inventory materials and lab equipment. 	<p>2015-16 School Year</p>	<p>Director of Elementary Science Curriculum Title I Funds Staff Development funding for continued professional learning Science Lab</p>	<p>Science teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal</p>	<p>Sign-in Sheet Formative and Summative Assessments GA Milestones</p>	<p>Continued growth on SGP</p>



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<ul style="list-style-type: none"> Mrs. DuBose meets on a regular basis to plan and create materials to prepare for Georgia Milestones. 		Science manipulatives Project Based Learning Activities			
<ul style="list-style-type: none"> b. Analyze Results of Science Assessments, Benchmark Tests and GA Milestones Leadership Team and grade levels analyzed Domains on Georgia Milestones to determine weak domains. 	.	Formative and Summative Assessments	Science teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal	Formative and Summative Assessments GA Milestones	Formative and Summative Assessments SLO K-3 Ga. Milestones 3-5
1.4 Social Studies					
<ul style="list-style-type: none"> a. Staff development will provide teachers with strategies to improve Social Studies instruction 	2015-16 School Year	Director of Elementary Social Studies Curriculum Title I Funds Staff Development funding for continued professional learning	Social Studies teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal	Sign-in Sheet Formative and Summative Assessments GA Milestones	Continued growth on SGP
<ul style="list-style-type: none"> b. Analyze Results of Social Studies 	.	Formative and Summative	Social Studies teachers EL teachers	Formative and Summative	Formative and



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Assessments, Benchmark Tests and GA Milestones <ul style="list-style-type: none"> • Leadership Team and grade levels analyzed Domains on Georgia Milestones to determine weak domains. 		Assessments	Paraprofessionals Sped Teachers Principal Assistant Principal	Assessments GA Milestones	Summative Assessments SLO K-3 Ga. Milestones 3-5
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SMART Goal 2:					
Sunset School will improve teaching and learning practices to improve Lexile scores in Tables D – E.					
Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
a. Staff development will provide teachers understanding to effectively utilize Lexile scores to impact student growth <ul style="list-style-type: none"> • Coastal Plains RESA Full Day Lexile Workshop 	2015-16 School Year	Differentiation Box DIBEL SRI Bookworms	All teachers EL teachers Paraprofessionals Sped Teachers Principal Assistant Principal	Sign-in Sheet Benchmark Tests	GA Milestones SLO SRI



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SMART Goal 2:					
Sunset School will improve teaching and learning practices to improve Lexile scores in Tables D – E.					
Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
b. Provide students information and understanding of Lexile score during Media Center time <ul style="list-style-type: none"> • Students viewed a video prior to taking the SRI assessment. The video gave information about the assessment. • Goal Sheet 		SRI Report	Media Specialist Principal Assistant Principal	Lesson Plan Roster of Lexile Scores All books labeled with Lexile scores	Increased Lexile scores Increased percentage of students meeting grade level Lexile goals



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**SMART Goal 3:
Improve School Climate to achieve the targets in Tables F-I.**

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
a. Staff development will provide strategies to improve school climate <ul style="list-style-type: none"> • Claudia Parker (Classroom Management, Student Engagement) • Growth Mindset 	2015-16 School Year	RESA-Claudia Parker Growth Mindset Modules ABE	All teachers Counselor Social Worker Principal Assistant Principal RESA consultant District Directors	Sign-in Sheet Attendance Report Discipline Report ABE Data Classroom Observations Lesson Plan	ABE Parent Portal Governance Board



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SMART Goal 4:

Increase family and community engagement as measured in the following tables J – L.

Actions, Strategies, Interventions, Programs, and Initiatives	Timeline	Resources, Estimated Costs, Funding Sources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
a. Develop a system to evaluate parental and business partner involvement <ul style="list-style-type: none"> • Sunset Card • Harrell Gant (Parent Coordinator) 	2015-16 School Year	School Check-in Software ABE Software Infinite Campus	Office Staff Teachers Principal Assistant Principal Parent Coordinator Social Worker Counselor	Survey School Contacts Business Partnerships	CCRPI School Climate Results



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Table A 1: Milestones Percentages “Proficient and Above”

Third Grade

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts	21%	25%	30%	36%	43%	50%
Actual Scores	21%	%	%	%	%	%
Mathematics	24%	27%	32%	38%	44%	50%
Actual Scores	24%	%	%	%	%	%
Science	22%	26%	31%	37%	43%	50%
Actual Scores	22%	%	%	%	%	%
Social Studies	14%	18%	25%	32%	40%	50%
Actual Scores	15%	%	%	%	%	%



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Table A 2: Milestones Percentages “Proficient and Above”

Fourth Grade

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts	30%	33%	37%	41%	45%	50%
Actual Scores	30%	%	%	%	%	%
Mathematics	39%	41%	43%	45%	47%	50%
Actual Scores	39%	%	%	%	%	%
Science	19%	22%	27%	34%	41%	50%
Actual Scores	19%	%	%	%	%	%
Social Studies	21%	25%	30%	36%	43%	50%
Actual Scores	21%	%	%	%	%	%



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Table A 3: Milestones Percentages “Proficient and Above”

Fifth Grade

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts	16%	19%	25%	32%	40%	50%
Actual Scores	16%	%	%	%	%	%
Mathematics	28%	31%	35%	40%	45%	50%
Actual Scores	28%	%	%	%	%	%
Science	20%	23%	28%	34%	42%	50%
Actual Scores	20%	%	%	%	%	%
Social Studies	16%	19%	24%	32%	41%	50%
Actual Scores	16%	%	%	%	%	%



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Table B: Percent of Students with Student Growth Percentiles 35 or Higher

Milestones Assessments	2014 (CRCT) Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Language Arts	%	51%	%	%	%	%	%
Actual	51%						
Mathematics	%	53%	%	%	%	%	%
Actual	53%						
Science	%	58%	%	%	%	%	%
Actual	58%						
Social Studies	%	58%	%	%	%	%	%
Actual	58%						



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Table C: CCRPI Total Score (Minus Challenge Points)

CCRPI Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Sunset		62.1					
Actual	62.1						

Table D: Percent of Students Achieving 650 Lexile

	2014	2015	2016	2017	2018	2019	2020
Target	45%	45%	50%	55%	60%	65%	70%
Actual	Actual	34%	%	%	%	%	%

Table E: Percent of Students Achieving 850 Lexile

	2014	2015	2016	2017	2018	2019	2020
Target	48%	48%	53%	58%	63%	68%	73%
Actual	Actual	35%	%	%	%	%	%



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Table F

Student Attendance: Percent of students missing fewer than six days according the CCRPI Indicator

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Students	48%	50%	52%	54%	57%	60%
Actual Rate		%	%	%	%	%

Table G

School Wide Percent Attendance of Teachers, Leaders, Certified Staff, and Students according to Climate Star Ratings

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Teachers	95%	%	%	%	%	95%
Actual Rate		%	%	%	%	95%
Leaders	95%	%	%	%	%	95%
Actual Rate		%	%	%	%	95%
Certified Staff	95%	%	%	%	%	95%
Actual Rate		%	%	%	%	95%
Students	95%	%	%	%	%	95%
Actual Rate		%	%	%	%	95%



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**Table H
Percent of Students Not Receiving OSS and ISS**

	2015 OSS/ISS	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
	90%	91%	92%	93%	95%	95%
Actual		%	%	%	%	%
	81%	82%	83%	84%	85%	86%
Actual		%	%	%	%	%



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**Table I
Discipline Area Score of Climate Stars**

Discipline Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Our School	93.9	94	95	95	95	95	95
Actual							

**Table J
Increase the Parent Survey Score on the Survey Section of the Climate Star Ratings**

	2014	2015	2016	2017	2018	2019	2020
Target		82	83	84	85	86	87
Actual Score	82						



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Table K

Increase the number of Family Contacts by 5% per year*

	2015	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Target		525				
Actual Number	500					
*Family Contacts = Portal View of Grades, Open Houses, Academic Nights, Conferences, etc.						

Table L

Increase the number of Community Partners

	2015	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Target		36	37	38	39	40
Actual Number	35					