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| School Improvement Plan **117** | | | | | | | | | |
| **School Name: Ruskin** | | | | **System Name: Ware** | | | | | |
| **Principal Name: Kathy Stevens** | | | | **School Year: 2015-2016** | | | | | |
| **Title I Schoolwide Program: X** | | | | **Targeted Assistance:** | | | | | |
| **Needs Improvement Status:** | | n/a | n/a | 1 | 2 | 3 | 4 | 5 | 6 |
|  | | | | 7 | 8 | 9 | 10 | 11 | 12 |
| **Sanctions Implementing (Select all that apply):** | | | | | | | | | |
| X | **School Improvement Plan** (The school improvement plan is submitted to the system per system guidelines. Needs Improvement Schools will submit plans to the system for approval in October of each year). | | | | | | | | |
|  | **Public-school Choice** | | | | | | | | |
|  | **Supplemental Educational Services (SES)** | | | | | | | | |
|  | **Corrective Action Addendum** (The corrective action addendum is completed by the system by the end of January  of each year.) | | | | | | | | |
|  | **Corrective Action Tier** | | | | | | | | |
|  | **State-Directed Improvement Contract** | | | | | | | | |
| **Principal’s Signature:** | | | | | | **Date:** | | | |
| **Title I Director’s Signature:** | | | | | | **Date:** | | | |
| **Superintendent’s Signature:** | | | | | | **Date:** | | | |

| **Measurable Goals: Math**   * All students in Grades 3-5 will score 90% Proficient or greater on the Georgia Milestones Math Assessment at the end of SY15/16 with at least 95% participation.   **Measurable Goals: Reading/ELA**   * All students in Grades 3-5 will score 90% Proficient nmor greater on the Georgia Milestones ELA Assessment at the end of SY15/16 with at least 95% participation. * All students in 2nd Grade will increase in the average of Lexile Range with growth of 95 on SRI from Fall 2015administration to the Spring 2016 administration with a minimum of 95% participation. * All students in 3rd Grade will increase in the average of Lexile Range with growth of 35 on SRI from Fall 2015 administration to the Spring 2016 administration with a minimum of 95% participation. * All students in 4th Grade will increase in the average of Lexile Range with growth of 30 on SRI from Fall 2015 administration to the Spring 2016 administration with a minimum of 95% participation. * All students in 5th Grade will increase in the average of Lexile Range with growth of 25 on SRI from Fall 2015 administration to the Spring 2016 administration with a minimum of 95% participation.   **Measurable Goals: Attendance Rate**  Decrease the percent of students with 6 or more absences from 48% to 40%.  **Measureable Goal: Discipline**   * Decrease the numbers of school referrals by 30% by May 1, 2016 | | | | | | | |
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| **School Keys Strands** | | **Actions, Strategies, and Interventions** | **Timeline** | **Estimated Costs, Funding Sources, and Resources** | **Person(s) Responsible** | **Evaluation of Implementation  of Strategies and  Impact on Student Learning** | |
| **Artifacts** | **Evidence** |
| I 2.3  A 1.4  SC 1.4,  SC 1.5  SFC 1.1,  1.3, 1.4  A 1.3  A 1.4  A 2.1  I 1.2  I 2.1  I 2.2  PL 1.2, 1.4-1.6  L 1.1-1.4  SC 1.5  PL 1.1, 1.2, 1.3, 1.4  L1.1, 1.2, 1.3  PO 2.2  A 1.1, 1.2, 1.3, 1.4  PL 1.1  A 1.1  A 1.4  A 2.1  I 2.1  I 2.3  I 2.6  I 2.1  I 2.3  I 2.6 | | **Incorporate strategies to improve Math and Reading skills at all grade levels by fully implement the Ware County RTI Model in order to meet the needs of all students:**   1. Utilize flexible student grouping 2. Monitor progress through STAR Reading/Math, Fast For Word (Language/Reading), ,Academy of Reading, Sound Partners, SRI, Number Worlds, Reading Eggs, Reading Assistant, Study Island, IXL, SRA    1. 4 ½ weeks progress monitoring data review for behavior, attendance, and academics    2. Reports for computer programs- toner and paper 3. Develop Depth of Knowledge (DOK) through the use of Constructed and Extended   Response.   * Meet as Whole Faculty Study Groups to examine student work and incorporate higher order thinking skills in lesson plans and units   d)Vertical planning half day  e)RESA Training   * Short constructed response   f) Math Professional Development   * Math teachers will work with the District Math IC to address content knowledge and instructional strategies to meet student needs   g) Increase math fact fluency by the use of Math Facts in a Flash  h)Writing Coach and IC   * Meet to develop/grade constructed response items * Hold frequent meetings to monitor progress   i) Title I paraprofessionals  - Flexible use based on needs.  -small group instruction  -math facts fluency  -Reading fluency    j.) School-wide focus on behavior;   * Utilize 5 As and Bs * Implementation of school-wide procedures * Reward system based on points (daily, weekly, 4 ½ wk, 9 wk, semester, and year * Positive Attitude Program recognitions (weekly, monthly, 9wks, end-of- year)   l.) Continue Scholastic Reading Inventory (SRI)  m.) Study Island/Reading Eggs/Reading Eggspress  n.) IXL- computer based Math /Language program | Ongoing from August 2015  Continuous from August 2015  Ongoing from August 2015  Ongoing from August, 2015  Monthly during  15-16 SY  Fall 2015/  February 2016  Fall, 2015  Monthly during  15-16 SY  Ongoing from August, 2015  Monthly during  15-16 SY  Monthly during  15-16 SY  Ongoing from August, 2015  Ongoing from August 2015  Ongoing from August, 2015  Ongoing from August, 2015 | n/a  Title I- Ink and paper- $4000  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  Title I- $3756  Title I- $3325 | All teachers  Teachers, Principal, Instructional Coach  Teachers, Instructional Coach, RTI Coordinator  Teachers, Principal, Instructional Coach  Entire Faculty  Lynn Downs,  District Math IC  Teachers, IC, Principal  Entire Faculty  Math Teachers, Lynn Downs, IC  Teachers  Writing Coach, IC, Grade Level Teachers  Title I Paraprofessionals Teachers  Assistant Principal, Counselor, Faculty and Staff  Teachers, Parapros  Teachers, Parapros  Teachers, Parapros | Lesson plans, class rosters  Progress Monitoring Reports, Data Notebooks  Student progress monitoring Reports  Unit/Lesson Plans, Whole Faculty Study Group, Agendas, Notebook teacher/PL sign-in sheets, Performance Tasks  PL Sign-In sheets  PL Sign-In sheet  Meeting minutes, Student work samples displayed with rubrics  PL Sign-In sheets  Math scores on Report Cards and Benchmark tests  Math Matters  Meeting minutes, Write Score data, Student work samples displayed with rubrics  Reading/Math scores on Report Cards and Math Matters/ORF Reports  Classroom behavior notebooks  SRI reports, Teacher sign-in sheets  Scores on Report Cards and Benchmark tests in all content areas  Math and Language scores on Report Cards and Benchmark tests | Increased scores on benchmarks, post tests, and the GMAS  A reduction of students in Tiers II & III and on the RTI Pyramid  Observed effective technology-based instruction through formal and informal evaluations.  An increase in curriculum rigor due to the use of higher order thinking skills during instruction as evidenced by increased GMAS scores.  Increase in Math scores  Student performance is automaticity of math facts will increase  Student performance in ELA will increase for all students, on the GMAS.  Decrease in the number of students in RTI Tiers  Number of student referrals will decrease, student achievement will increase.  Increased Lexile levels, increased test scores  Observed effective technology-based instruction through formal and informal evaluations.  Observed effective technology-based instruction through formal and informal evaluations. |
| I 2.1  I 2.3  I 2.6 | | **Provide After-School Tutoring for at risk students in the areas of Mathematics, ELA, and Science:**   1. Select teachers that are strong in mathematics, reading, and science instruction 2. Identify students based on SRI and those that did not meet on the CRCT in Math and Reading 3. Implement the After-School Tutoring Program 4. Students will be identified after each 9 weeks for intensive small group intervention.   Monitor student progress using available data sources. | January 2015- April 2016 | Title I  $5000 | Selected Teachers, Principal, Instructional Coach  Instructional Coach, Teachers | Student sign-in sheets, Progress monitoring reports including STAR Reading and Math  Student Attendance Record | Student performance will increase on the Math and Reading portions of the GMAS  Student performance in daily classroom work will show improvement. |
| A 1.1  A 1.2  PO 2.2  PL 1.1  PL 1.4  A 1.1  A 1.2  A 1.3  A 1.4  C 1.1  C 1.2  C 1.3  A 1.1  A 1.2  A 1.3  A 1.4  PO 2.2  I 2.1, 2.3,2.5,2.7 | | **Continue to utilize Writing Across the Curriculum in order to improve all students’ writing skills**:   1. Identify students from the 3rd and 4th grade GMAS Assessment who did not receive proficient on the ELA section. 2. Provide instructional strategies on writing constructed response answers. 3. Develop collaboration between teachers to provide continuity in writing instruction and assessment. 4. Incorporate Writing in all classes across the curriculum:    1. Persuasive/ Opinion/Informative/Descriptive    2. The Rubric for Writing Assessment K-5    3. Monthly Writing School-wide Prompts    4. Implementation of WISE writing program in grades 2- 5.    5. 30 minute writing blocks daily    6. Assess writing with use of Write Score for March Benchmarks   e. Writing celebrations for students who meet standards on each genre  f. Emphasis on handwriting   * K-2 will use Zaner Bloser print * 3rd will use Zaner Bloser cursive | August, 2015  Continuous from August, 2015  Continuous from August, 2015  Continuous from August, 2015  Continuous from August, 2015 | n/a  n/a  OKRESA, GADOE,  Consultants Office of Student Achievement, OKRESA  n/a  n/a | Teachers  Instructional Coach, Principal  Principal, Instructional Coach,  Team Leaders  All Teachers,  Administrator, Instructional Coach  Grades 2- 5 Teachers,  Writing Coach  Teachers  Writing Coach | Student “At Risk” list  Lesson plans/Anchor papers/PL sign-in sheets  PL agenda and minutes; lesson plans/ units, E-Walk reports  Unit/lesson plans, E-Walk reports, anchor papers  lesson plans,  At Risk list, writing assignments, student work samples, Write Score Data, conferences  PL sign in sheet, writing assignments, student work samples, lesson plans, At Risk list, writing assignments, student work samples, conferences, Write Score data | Observed use of flexible groups and differentiated instruction and assignments  Observed incorporation of best practices and strategies in daily classroom instruction  Observed improved Teacher Commentary on Student Writing  Teachers and students can articulate the importance of writing across the curriculum  Increase in number of students who meet/exceed on the ELA GMAS  Increase in test scores on classroom writing assessments for grades 2-5 students |
| PL 2.1  SC 1.1  SC 1.1  SFC 1.1  SC 1.1  SSC 1.1, 1.2, 1.3  PO 2.2  SFC 1.1, 1.3, 1.4, 2.1 | | **Increase Attendance Rate to improve student achievement:**   1. Conduct 9 weeks Awards Assembly with recognition for Attendance, Behavior, and Academic Achievement/Progress/AR  * Weekly Incentives * 4 ½, 9 week, mid-year, end of year celebrations  1. Attendance Letter will be sent home by teacher after 3, 5, and by counselor after 7 days absent 2. Promote teacher perfect attendance with 9 week recognitions. 3. Post student recognition on bulletin boards at end of hallways. | Continuous from August, 2015  Continuous from August, 2015  Ongoing from August, 2015  October, January, March, May  SY2015-2016 | n/a  n/a  Business partner donations | Teachers, Principal, Celebration Team  Counselor  Discipline/Attendance Task Force | Student Award list, Parent Notification Letter of event, pictures, parent sign-in sheets, notification in the Jaguar Tracks newsletter.  Roster for Perfect Attendance, *Jaguar Tracks* | Increased parental involvement by conducting Award Ceremonies and inviting parents to attend.  Increased Attendance Rate in all sub-groups across the school.  Positive reinforcements will create a positive school climate and provide student motivation.  Increased Attendance Rate in all sub-groups across the school. |
| SFC 1.3, 3.2  SFC 1.3, 3.2  SFC 1.1, 1.2, 1.3, 1.4,  SFC 1.1, 1.4, 2.1  SFC 1.1, 1.4, 2.1  SFC 1.1, 1.4, 2.1  SFC 1.1, 1.4, 2.1  SFC 1.1, 1.3, 1.4  SFC 1.1, 1.3, 1.4  SFC 1.1, 1.3, 1.4 | **Ensure Parental Involvement in learning and encourage community involvement.**   1. Assist Pre-school children in the transition from early childhood programs, such as Head Start and Daffodil:    * Orientation, walk through Ruskin Elementary campus 2. Assist 5th grade transition to Ware Middle School:   Orientation, Walk through Ware County Middle School   1. Conduct Parent Workshops  * “Curriculum Night” nights for Reading/ELA, Math curriculum * Organize parent luncheons * Georgia Milestones Parent Prep to provide test prep training including Study Island, Georgia GOFAR   + Conscious Discipline   + Health/Wellness   + RTI- academic and behavior   + Special Education   + Writing   + Bus Safety/Behavior  1. Communicating meeting times through various means….    * Instant Alert phone call    * Jaguar Tracks    * Email    * Website    * Translation will be provided as much as possible with use of translators, and Spanish versions of letters when possible    * Parent Portal 2. Maintain Parent Resource Room to provide materials for home checkout (videos, books, games, flashcards, etc.) 3. School and State websites   School: [www.ware.k12.ga.us/schools/ruskin/index.htm](http://www.ware.k12.ga.us/schools/ruskin/index.htm)   1. Conduct Mini-lessons for   Character Education and Career Readiness.   * + Good Touch/ Bad Touch, Bullying.  1. House Boy Scout and 4-H Meetings to promote community involvement and further character education for students. 2. Participate in a Partnership with other learning institutions /Community Organizations to increase student learning:   1). Partnership with South Georgia-Mentor.  2.)Ware County High School Leadership Team-Mentor  3.)Georgia State Patrol-Safety  4.)Local religious organizations  5.)Waycross/ Ware County Fire Department-Safety    6.)Unison | May, 2015  May, 2015  August, 2015  March, 2016  monthly  Ongoing from August, 2015  Ongoing from August, 2014  Continuous from July, 2014  Continuous from July, 2014  Continuous from September 2015  Monthly sessions  SY 15-16  Continuous from August 2015  Weekly  SY 15-16  Weekly  SY 15-16  Weekly – SY 15-16 | n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a  n/a | Principal, Kindergarten Teachers, Head Start and Daffodil personnel  Principal, 5th grade teachers, Ware Middle School Personnel  Teachers, Principal, Instructional Coach  Instructional Coach  Media Specialist, teachers, Instructional Coach, Principal,  RTI Coordinator  Principal, IC  Instructional Coach,  Principal  Instructional Coach, Principal  Counselor  Scout Leader,  County Extension personnel  Teachers,  Principal, Teacher  Assistant Principal | Parent Notification Letters  Parent Notification Letters, attendance sheets  Notices to parents, attendance sheets/sign-in  Sign-in sheets, agenda  Sign-in sheets, agenda  Sign-in sheets; checkout list, survey, web sites usage reports  survey, web sites usage reports  Maintained school website, access to state website  Counselor’s Log; Opt out forms  Meeting schedules and announcements  Meeting flyers, meeting calendar  Sign in sheets  Sign in sheets  Sign in sheets | Early communication between home/school will be established.  A smooth transition between the elementary and middle school is achieved.  Parents will be able to assist students in their learning.  Open communication between the school and home which adds to a positive school climate  Parents will be able to assist students in their learning.  Open communication between the school and home which adds to a positive school climate.  Increased support and communication with our migrant parents.  Increase communication, including electronic communication, and extend help to all parents.  A decrease in discipline referrals and classroom disruptions.  An open collaboration between the school, home, and outside organizations which add to a positive school climate. |
| SC 1.2  SFC 3.2  SFC 3.2  SC 1.5  PL 1.4  PL 1.5 | **Recruit and Retain Highly Qualified Teachers**   1. Participate in Job Fair 2. Quarterly “Treats” for teachers.    * Refreshments    * Notes of praise 3. Professional Development    1. Conscious Discipline    2. GSE Training    3. GA Milestones    4. Writing Training    5. Differentiation | March, 2015  Ongoing from August, 2015  Ongoing from August, 2015  November 2015 | n/a  n/a  Office of Student Achievement personnel, OK RESA consultants, Instructional Technology Coaches, Technology Specialists | Personnel Director, Principal  Principal, Morale Team  All Teachers, Principal, Instructional Coach  Writing Coach | Sign in sheets/resumes  Sign in sheets, conferences with teachers, survey  Sign in sheets, agendas | Highly Qualified teachers who “FIT” our school culture and will meet our needs will be sought after  Teacher appreciation activities will increase the positive school climate  Increase use of electronic data and resources to utilize in instructional decision making  Increased awareness and understanding of Georgia Standards of Excellence transition by teachers with an increase emphasis on writing using the WISE writing program. |