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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 2.3A 1.4SC 1.4,SC 1.5SFC 1.1,1.3, 1.4A 1.3A 1.4A 2.1I 1.2I 2.1I 2.2PL 1.2, 1.4-1.6L 1.1-1.4SC 1.5PL 1.1, 1.2, 1.3, 1.4L1.1, 1.2, 1.3PO 2.2A 1.1, 1.2, 1.3, 1.4PL 1.1A 1.1A 1.4A 2.1I 2.1I 2.3I 2.6I 2.1I 2.3I 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 daye)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 Flashh)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 Eggspressn.) IXL- computer based Math /Language program | Ongoing from August 2015Continuous from August 2015Ongoing from August 2015Ongoing from August, 2015Monthly during 15-16 SYFall 2015/February 2016Fall, 2015Monthly during 15-16 SYOngoing from August, 2015Monthly during 15-16 SYMonthly during 15-16 SYOngoing from August, 2015Ongoing from August 2015Ongoing from August, 2015Ongoing from August, 2015 | n/aTitle I- Ink and paper- $4000n/an/an/an/an/an/an/an/an/an/aTitle I- $3756Title I- $3325 | All teachersTeachers, Principal, Instructional CoachTeachers, Instructional Coach, RTI CoordinatorTeachers, Principal, Instructional CoachEntire FacultyLynn Downs,District Math IC Teachers, IC, PrincipalEntire FacultyMath Teachers, Lynn Downs, ICTeachersWriting Coach, IC, Grade Level TeachersTitle I Paraprofessionals TeachersAssistant Principal, Counselor, Faculty and StaffTeachers, ParaprosTeachers, ParaprosTeachers, Parapros | Lesson plans, class rostersProgress Monitoring Reports, Data NotebooksStudent progress monitoring ReportsUnit/Lesson Plans, Whole Faculty Study Group, Agendas, Notebook teacher/PL sign-in sheets, Performance TasksPL Sign-In sheetsPL Sign-In sheetMeeting minutes, Student work samples displayed with rubricsPL Sign-In sheetsMath scores on Report Cards and Benchmark testsMath MattersMeeting minutes, Write Score data, Student work samples displayed with rubricsReading/Math scores on Report Cards and Math Matters/ORF ReportsClassroom behavior notebooksSRI reports, Teacher sign-in sheetsScores on Report Cards and Benchmark tests in all content areasMath and Language scores on Report Cards and Benchmark tests | Increased scores on benchmarks, post tests, and the GMASA reduction of students in Tiers II & III and on the RTI PyramidObserved 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 scoresStudent 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 TiersNumber of student referrals will decrease, student achievement will increase.Increased Lexile levels, increased test scoresObserved effective technology-based instruction through formal and informal evaluations.Observed effective technology-based instruction through formal and informal evaluations. |
| I 2.1I 2.3I 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 CoachInstructional Coach, Teachers | Student sign-in sheets, Progress monitoring reports including STAR Reading and MathStudent Attendance Record | Student performance will increase on the Math and Reading portions of the GMASStudent performance in daily classroom work will show improvement. |
| A 1.1A 1.2PO 2.2PL 1.1PL 1.4A 1.1A 1.2A 1.3A 1.4C 1.1C 1.2C 1.3A 1.1A 1.2A 1.3A 1.4PO 2.2I 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, 2015Continuous from August, 2015Continuous from August, 2015Continuous from August, 2015Continuous from August, 2015 | n/an/aOKRESA, GADOE,Consultants Office of Student Achievement, OKRESAn/an/a | TeachersInstructional Coach, PrincipalPrincipal, Instructional Coach, Team LeadersAll Teachers,Administrator, Instructional CoachGrades 2- 5 Teachers,Writing CoachTeachersWriting Coach | Student “At Risk” listLesson plans/Anchor papers/PL sign-in sheetsPL agenda and minutes; lesson plans/ units, E-Walk reportsUnit/lesson plans, E-Walk reports, anchor paperslesson plans,At Risk list, writing assignments, student work samples, Write Score Data, conferencesPL 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 assignmentsObserved incorporation of best practices and strategies in daily classroom instruction Observed improved Teacher Commentary on Student WritingTeachers and students can articulate the importance of writing across the curriculumIncrease in number of students who meet/exceed on the ELA GMASIncrease in test scores on classroom writing assessments for grades 2-5 students |
| PL 2.1SC 1.1SC 1.1SFC 1.1SC 1.1SSC 1.1, 1.2, 1.3PO 2.2SFC 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, 2015Continuous from August, 2015Ongoing from August, 2015October, January, March, MaySY2015-2016 | n/an/aBusiness partner donations | Teachers, Principal, Celebration TeamCounselorDiscipline/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, 3.2SFC 1.3, 3.2SFC 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, 1.4SFC 1.1, 1.3, 1.4SFC 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 School1. 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, 2015May, 2015August, 2015March, 2016monthlyOngoing from August, 2015Ongoing from August, 2014Continuous from July, 2014Continuous from July, 2014Continuous from September 2015Monthly sessionsSY 15-16Continuous from August 2015Weekly SY 15-16WeeklySY 15-16Weekly – SY 15-16 | n/an/an/an/an/an/an/an/an/an/an/an/a | Principal, Kindergarten Teachers, Head Start and Daffodil personnelPrincipal, 5th grade teachers, Ware Middle School PersonnelTeachers, Principal, Instructional CoachInstructional CoachMedia Specialist, teachers, Instructional Coach, Principal,RTI CoordinatorPrincipal, ICInstructional Coach, PrincipalInstructional Coach, PrincipalCounselorScout Leader,County Extension personnel Teachers,Principal, TeacherAssistant Principal | Parent Notification LettersParent Notification Letters, attendance sheetsNotices to parents, attendance sheets/sign-inSign-in sheets, agendaSign-in sheets, agendaSign-in sheets; checkout list, survey, web sites usage reportssurvey, web sites usage reportsMaintained school website, access to state websiteCounselor’s Log; Opt out formsMeeting schedules and announcementsMeeting flyers, meeting calendarSign in sheetsSign in sheetsSign 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 climateParents 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 1.2SFC 3.2SFC 3.2SC 1.5PL 1.4PL 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, 2015Ongoing from August, 2015Ongoing from August, 2015November 2015 | n/an/aOffice of Student Achievement personnel, OK RESA consultants, Instructional Technology Coaches, Technology Specialists | Personnel Director, PrincipalPrincipal, Morale TeamAll Teachers, Principal, Instructional CoachWriting Coach | Sign in sheets/resumesSign in sheets, conferences with teachers, surveySign in sheets, agendas | Highly Qualified teachers who “FIT” our school culture and will meet our needs will be sought afterTeacher appreciation activities will increase the positive school climateIncrease use of electronic data and resources to utilize in instructional decision makingIncreased awareness and understanding of Georgia Standards of Excellence transition by teachers with an increase emphasis on writing using the WISE writing program.  |