



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Rincon Elementary School		District Name: Effingham County
Principal Name: Dr. Paige C. Dickey		School Year: 2015-16
School Mailing Address: 501 N. Richland Avenue; Rincon, GA 31326		
Telephone: 912-826-5523		
District Title I Director/Coordinator Name: Dr. Sandra Nethels		
District Title I Director/Coordinator Mailing Address: 405 N. Ash Street; Springfield, GA 31329		
Email Address: snethels@effingham.k12.ga.us		
Telephone: 912-754-6491 or 912-754-5629		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Paige Dickey		Principal
Tracy Kieffer		Assistant Principal
Michelle Corless		Instructional Supervisor
Kirbi Ratner		Title Lead Teacher/ Parent Liaison
Dionne Fort		Kindergarten Teacher
Marcy Welch		First Grade Teacher
Beth Dickey		Second Grade Teacher
Kristy Huntley		Third Grade Teacher
Aimee Lee		Fourth Grade Teacher
Morgan Elliott		Fifth Grade Teacher
Caroline Morgan		Media Specialist
Tracy Whitaker		PSI Teacher
Karla Clayton		TOTY and First Grade Special Education Teacher
Lisa Giavatto		Parent School Council Representative
Joann Miller		Grandparent Volunteer



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Rincon Elementary School's School Wide/School Improvement Plan was developed by the individuals who will carry out the plan. The School Improvement Committee listed on the previous page meets throughout the entire school year. School holidays prevent meeting in a couple of months. The School Council meets four times per year.

Information was obtained through the following instruments, and procedures: SLOs (Student Learning Objectives), Technology Plan, Parent Surveys, System Equity Plan, Keys to Quality, CCRPI data from Ga.DOE, data analysis from the county's Infinite Campus, weekly collaboration meeting during common planning, school council meetings, school leadership meetings, and implementation meetings on the new Georgia Standards of Excellence (SOE).

Demographic Data

Rincon Elementary is located in Effingham County within the city limits of Rincon, Georgia. Rincon is currently a Title I School, but was a Targeted Assisted School for numerous years. Rincon Elementary has a wide range of socioeconomic levels. The school's population is becoming more and more transient. The Title I Plan will focus on prevention, remediation, and acceleration. Instructional strategies and programs will be designed to enhance attitudes, motivation, and skills of Title I students to achieve the same standards that are required of all students.

As of September 9, 2015, we have 717 Pre-K-5th grade students. Of the 66 Pre-K students, 30 receive free lunch and 4 receive reduced lunch which results in 51.5 % receiving free/reduced meals. Of our 118 Kindergarten students, 46 receive free lunch and 8 receive reduced lunch which results in 45.8 % receiving free/reduced meals. Of our 117 1st grade students, 51 receive free lunch and 10 receive reduced lunch which results in 52.1 % receiving free/reduced meals. In 2nd grade, there are 107 students. 52 of these students receive free lunch and 11 reduced lunch which results in 58.9 % receiving free/reduced meals. In 3rd grade, out of 95 students, 41 receive free lunch and 6 receive reduced lunch which results in 49.5 % receiving free/reduced meals. Of our 114 4th grade students, 46 qualify for free lunch and 11 for reduced lunch which results in 50 % receiving free/reduced meals. Our 5th grade has 100 students. Of those students 47 receive free lunch and 7 receive a reduced price lunch which results in 54 % receiving free/reduced meals. We have other students who are quickly moving towards being eligible to qualify for free or reduced lunch with the economy in its current state.



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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Homeless, migrant, disadvantaged, EL, and students with disabilities have services provided using the same criteria as other students.

At the present time, RES has 4 students who qualify for homeless services. Students identified as homeless through the McKinney-Vento Act move into our school throughout the year. The students qualifying for homeless are educated and evaluated as other students are RES. Our expectations are based on the premise that all students can learn; therefore, we hold all students to the same expectations while providing for their other needs as necessary.

Our school encompasses all types of housing including apartments, trailers, starter homes, and middle-class homes. Although Effingham County is still mostly a rural county, we serve the population that is as close to inner city as exists in Effingham County. Ethnically, our population is 65.0 % White, 23.0 % Black, 5 % Hispanic, 6 % Multi, and 1 % are Asian or American Indian. We have 400 males and 334 females. 152 of our students have special needs. This could be speech, consultative special education services, inclusion special education services, resource special education services, self-contained special education services, or pre-school intervention services. There are 27 identified Gifted and Talented students and 19 students with 504 plans.

Rincon Elementary currently has an average of approximately 19 to 1 student to teacher ratio which is slightly smaller than last year's ratio. The administration and faculty feel strongly that more than anything else, the small student to teacher ratio and quality of teachers has enabled Rincon Elementary to experience the success that it has in meeting the needs of the students. Therefore, our first objective is to keep our class sizes down as much as possible and we wish to continue to use Title I funds to provide smaller student teacher ratios. This year RES is paying for a paraprofessional in technology, a 4th grade teacher, and a Title Lead Teacher/Parent Liaison. Our goal at RES is to improve the integration of ELA/Social Studies with the use of Chromebooks. With a smaller student teacher ratio, we hope to accomplish this goal. A smaller student to teacher ratio helps the teacher or student by:

- Giving specific attention during small group times to each individual student (one-on-one)
- More in-depth teaching and instruction
- Making up more ground with EIP or close the gap between lower and higher performing students
- Reducing classroom management issues
- Building better relationships between teacher and student
- Identifying specific needs and gear teaching to meet students at individual level
- Establishing individual targets &/or goals for our students



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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- Encouraging engaged learning by the students
- Providing more performance based instruction
- Increasing participation in monitored classwork

Testing Data

RES has focused on moving students to the expected/high growth categories on the SLOs. In 2014-15, the expected/ high growth percentages for **ALL** students in grades 1-3 were as follows:

Grade	ELA	Math	Social Studies
1	83	93	N/A
2	69	97	N/A
3	69	88	91

Our SLO data in Math showed 93% of 1st grade with expected/high growth, 97% of 2nd grade with expected/high growth, and 88% of 3rd grade with expected/high growth. We are using programs such as iPass and Connecting Math Concepts to remediate math problems when they arise. Currently, 85 targeted 4th and 5th grade students are working on improving their math score by access to a computerized math program, iPass, every morning from 7:20 until 7:55. This program is supervised and assisted by several certified staff members. Allowing students to work at their own pace with assistance as needed, students in grades 1-5 have access to iPass in the classroom. Students in grades 3-5 use iPass on a daily basis during small group math instruction. Small groups run throughout the day to help targeted students improve their math scores. We are also providing after-school tutoring for students who are not able to keep up with math

Our SLO data in ELA showed 83% of 1st grade with expected/high growth, 69% of 2nd grade with expected/high growth, and 69% of 3rd grade with expected/high growth. We are currently using programs such as Reading Recovery, CIM Groups, iReady, SRA, PALS, Comprehension Upgrade, Language for Learning, Language for Thinking, and Road to Code to remediate reading problems when they arise. Accelerated Reader is used in grades 2-5 and iRead in grades K-2 to promote reading comprehension skills. In addition, smaller class sizes provide teachers additional individual attention to students when they fall behind or don't grasp a concept.

Rincon Elementary will use the evaluation instruments aligned with the Georgia Standards of Excellence as well as the county-wide common unit assessments to measure the skill progression of students. The Georgia Standards of Excellence and the content descriptors will be used to drive



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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instruction and assessments. Students in grades 3-5 will be administered the Georgia Milestones assessment. Grade 3 students must meet standards in Reading and Grade 5 must meet standards in Reading and Math in order to advance into the next grade level. In addition, Effingham County is administering Student Learning Objectives (SLOs) to students and grades as specified by the county. These assessments will be administered within the first five weeks of school and the last five weeks of school. New students entering will be given these assessments upon arrival or within a two week period. The following grade and subject SLOs are administered :

- Kindergarten will take Math, PE, and Art
- First grade will take ELA and Math
- Second grade will take ELA, Math, and Music
- Third grade will take ELA and Math
- Fourth grade will take Technology.

Results from the SLOs will be given to the teachers to drive instruction and will be used as a part of the teacher evaluation system (TKES).

Students will also periodically be administered unit tests as a required part of countywide policy. Math unit tests and ELA unit assessments are administered for grades 1-5. Re-teaching and review will be provided for students with identified weaknesses before retesting is administered.

Special testing such as ITBS is used for students being tested for Gifted and Talented services.



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

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Throughout the school year, basic facts tests will be administered to students in grades 1-5. The chart below gives the area assessed, number of facts required, and time allotted.

Math Challenge

	Fall-Sept. 9	Mid Year-Jan. 27	Spring-May 4
Grade 1	Nothing	Add & Subt. 0-10 60 facts in 4 minutes	Add & Subt. 0-10 60 facts in 4 minutes
Grade 2	Nothing	Add & Subt. 0-18 60 facts in 4 minutes	Add & Subt. 0-18 60 facts in 4 minutes
Grade 3	Nothing	Multiplication 90 facts in 4 minutes	Multiplication 90 facts in 4 minutes
Grade 4	Multiplication 90 facts in 3 minutes	Multiplication 90 facts in 3 minutes	Multiplication 90 facts in 3 minutes
Grade 5	Multiplication 90 facts in 3 minutes	Division 90 facts in 3 minutes	Division 90 facts in 3 minutes

Data received from these math challenge assessments are used to drive instruction and practice drills.



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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2. Schoolwide reform strategies that:

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

The ways in which we will provide opportunities for all children in the school, particularly to address the needs of students farthest away from demonstrating proficiency related to the state's academic achievement standard, are reached throughout a variety of methods.

Support is provided to students and teachers in the form of assigning additional staff members, resulting in smaller student-teacher ratios. Depending on the situation, these staff members may work with individuals and/or small groups. For example, our Title Lead/Parent Liaison works in many classrooms in order to provide additional support to students in need.

Opportunities such as the Early Intervention Program (EIP) allow fewer students to be placed in a classroom allowing smaller student-teacher ratios.

Prior to placing students in homerooms for the upcoming school year, the above mentioned data sources are analyzed. At this time, the leadership team members determine trends and subgroup strengths and weaknesses. Each teacher is given the year's data for her students and grade level. Specific strengths and weaknesses are determined for the teacher, student, and class. Students scoring below proficiency on SLO ELA and Math were determined and placed in reduced class size rooms or provided additional support staff when available.

Our schedule allows teachers of a particular grade level common planning time for collaboration. These teachers meet weekly, for a minimum of one hour, to discuss strategies and data. Data available for analysis includes: Lexile scores, ELA reading benchmark tests, DIBELS scores, ORF scores, STAR Reading scores, iPass data, iRead data, Classworks data, math unit assessments, Common ELA unit assessments, classroom performance, and math facts progress checks.

In the fall and spring, two parent/teacher conference days are designated county-wide. This time provides an opportunity for parents to meet with any teacher to discuss academic progress and concerns for students experiencing difficulty. Documentation of held conferences is placed in the individual student's permanent record. School wide percentages of those



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

parents who attend are submitted to the BOE representative. Parents are given the opportunity to evaluate the specific areas of the conference including the teacher and the administration. If a parent has a concern, they are asked to follow the procedure of speaking first with the teacher involved, then with the administrators. The majority of concerns are generally solved through this communication. However, if parents continue to be concerned, they may contact the Effingham Board of Education at any time.

Parents are also encouraged to continuously monitor student performance. Parent Portal, a tool on the system website, offers parents access to information on grades, assignments, and attendance. Each parent is given information on how to access Parent Portal during Open House, parent-teacher conferences, school newsletters, etc.

Additionally, RES also provides remediation in the spring of the year. During this time, students in grades 3-5 will be assigned to a different teacher who will use different methods for remediation in the areas of ELA and Math. In grades K, 1, & 2 we will continue to send leveled readers home with students to improve reading skills, comprehension, and promote parental involvement.

The Intervention Team at RES consistently meets in order to identify and track progress of the regular education students who have not met standards in reading or math. The assistant principal leads this team with the school interventionist and other faculty members.

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

There are numerous effective methods and instructional strategies that are grounded in SCIENTIFICALLY BASED RESEARCH that strengthen the instructional practices/ strategies at RES.

Rincon Elementary's instruction is driven by standards. This year all of Effingham County's schools are implementing the Georgia Standards of Excellence. Teachers throughout this school year will be receiving on-going training and exposure to the new standards. The Title I Program and money will enhance these programs by utilizing reduced class sizes.

In both of the reading and math programs the initial instruction will be provided through the Georgia Standards of Excellence unit standards and assessments. Upon the completion of a



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

unit of study, each student will be tested to determine if the skills taught were mastered. Mastery of skills will allow the students to move to the next skill level. If the students do not make sufficient gains, re-teaching using different methods and materials will be necessary. Free response, multiple choice, and performance task assessments will be utilized in all areas of learning. The 2013-14 school year introduced the Math Extended Response Assessments for grades 1-5. This will continue this school year as well. Data from these assessments will assist teachers and drive instruction as well as better prepare our students for the Georgia Milestone assessment and Student Learning Objectives (SLOs).

Diagnostic testing is built into the Georgia Standards of Excellence so that students' strengths and weaknesses can be detected throughout the year. The classroom teacher is responsible for the instruction and dissemination of information regarding student progress on a regularly scheduled basis. Teachers will use other tests throughout the year to determine effectiveness of teaching and to determine skills needing remediation, using a variety of materials and teaching methods.

Leveled books are used during reading instruction and are assessed on a weekly basis. Teacher created tests and performance tasks, as well as the adopted reading and math series, are utilized to increase student achievement. Students also participate in iRead in grades K-2 and the Accelerated Reading Program in grades 2-5, The district has developed ELA Common unit assessments which are given four times a year for grades 1-5, and math performance tasks are given twice a year in grades 3-5.

Many strategies will be used to strengthen the core Reading program at Rincon Elementary. The S.T.A.R. software program will be used to identify the instructional level of each child. With this identification each child can be served more effectively in the Accelerated Reader program and other phases of instruction. Students will be administered S.T.A.R. a minimum of three times per year to assess growth and to ensure correct placement. Teachers will meet on a regular basis to coordinate instruction so that students will receive instruction on their identified areas of deficiencies and needs. Student needs will be identified through portfolios, textbook unit tests, teacher made tests, teacher judgment, county-wide unit tests, and standardized tests. Teachers will create a developmentally appropriate environment for learning. They will provide learning experiences that are meaningful and relevant to real life.

The Accelerated Reader Program, a computerized motivational reading enrichment program, will be used in addition to the current reading series, Journeys. Students will be read to and encouraged to read utilizing this reading incentive program. Incentives such as books, stickers, certificates, parties, and other rewards will be provided for students in the program.

Oral Reading Fluency testing will be administered three times a year for grade 1-5 students. This test checks for fluency in reading. Those students determined to have difficulty in fluency will work with an intervention teacher for thirty minutes four times per week.

Progress will be monitored regularly and updates given to the classroom teacher. DIBELS



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

testing will be administered three times a year for those students in kindergarten. Data from these tests are used to drive instruction as well as monitor students.

Saxon Phonics materials are being purchased for kindergarten and first grade with various school funds in order to improve reading and phonemic awareness. In addition, the first grade will be served through the Reading Recovery Program. Through each of these programs, the students will receive one-on-one and small group instruction from the classroom teacher and/or the Reading Recovery teachers. An emphasis on CIM Groups was implemented in the 2011-2012 school year. At the beginning of the 2011-12 school year, the Reading Recovery teachers were trained in CIM, Comprehension Intervention Model. After evaluating the students, each selected teacher is working with a kindergarten literacy group, a first grade literacy group, and a second grade literacy group. Progress monitoring is ongoing with these students and has proven beneficial.

All K, 1 and 2 grade teachers are trained in iRead and Classworks. Each of these teachers has 6 classroom Chromebooks to utilize the iRead program. Based on funding availability, additional Chromebooks will be provided through Title I funds for grades K-2. These additional electronic notebooks will provide more engaging opportunities for our students. RES is able to utilize these electronic notebooks because the local BOE has installed the needed hubs over the past few years.

SRA Reading and Reading Center, reading intervention programs, are being used with students experiencing difficulty in the area of reading. These students receive 25-35 minutes of supplemental reading from an Intervention specialist or a certified resource teacher during the school day.

Rincon Elementary's math teachers have been trained on the *Six Elements of Effective Mathematics Lessons*. These 6 element components were taught by a math consultant for Effingham County. Each year, the new math teachers received this training. The elements are included on the weekly lesson plans turned into the office. In addition, *Number Talks* are being implemented in grades K-5 with the expectation of building towards daily *Number Talks*.

Ongoing math unit and test revisions will be taking place throughout this entire school year. RES' Instructional Supervisor attends these meeting with grade level representatives. Data shows an improvement in the area of math, primarily due to the unit assessments in math.

iPass, a math intervention computerized program, is used with approximately eighty-five students who have experienced difficulty in the area of math. Each student works on his/her individual mathematics level. Automatic feedback is supplied to the teacher for each objective. These students arrive at school early and work 20-30 minutes before school begins. The remainder of the students can be served throughout the school day in their regular classroom in grades 1-5.



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

Rincon Elementary's Title I Program will focus on Reading and Mathematics in grades K-5. Research shows that student learning increases with a smaller teacher student ratio. This school year's budget was used to help keep the class size smaller. One teacher's and one paraprofessional's salary are being paid out of Title I funds. In addition, a Title Lead Teacher/Parent Liaison is being paid out of Title I funds and is being utilized to work in the classrooms, communicate with parents, and maintain Title activities/tasks within the school. Reading and math resources will be able to go home with students. These resources will return to school and trade as often as necessary. Title I funds will be utilized for this project.

Additionally, every classroom at RES is equipped with interactive classroom equipment. The majority of this cost was funded through Title I funds. At the end of the 2010-11 school year, Title I distinguished school money was used to purchase an ELMO. This is a document camera and projector which is now housed in the media center but can be moved from one room to another while allowing the instructor to place any material under the camera and it can be projected for all the students to see. In 2012-2013, 3 additional document cameras (Ladibugs) were purchased with Title I funds. The 2013-14 school year began with the addition of 65 Chromebooks and the entire school being wireless in order to assist teachers with remediation and differentiation. 2014-2015 brought 6 Chromebooks to each classroom in grades K-2 and a class set of Chromebooks to each classroom in grades 3-5. Based on funding availability, additional Chromebooks in grades K-2 will be purchased with Title I funds this school year.

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

Rincon Elementary provides services for guidance and career awareness through our school counselor. At any time, students are allowed to see the counselor if there is an issue at home or school that may be troubling them. On a monthly basis, the counselor meets with each class at Rincon Elementary to deliver classroom guidance and career awareness information. Rincon Elementary has adopted the seventeen elementary career awareness activities from the Georgia Department of Education. These activities are used as a guide to assist with the implementation of the College and Career Readiness Performance Indicators appropriate for



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2. Schoolwide reform strategies that:

the career awareness and development indices.

All students at Rincon Elementary participate in the mentoring program, PAWS. PAWS is a school-wide program designed for each student to build a relationship with an adult other than their classroom teacher. During each session, students and teachers enjoy discussion topics on staying calm, summer time safety, etc. In order to establish a close relationship, students are paired with the same Rincon Elementary faculty or staff member throughout the duration of their elementary years. PAWS sessions occur on a monthly basis with the exception of shortened months.

Students who are determined at risk will be served by an EIP, Early Intervention Program, or by Special Education Services. Faculty members that are available for these students include: classroom teacher, administrators, interventionist, counselor, Title I teacher, Reading Recovery teacher, speech teacher, part-time occupational therapist, EL teacher, and school psychologist. The additional instructional support provided by these people will help students attain academic success in minimal time. EIP classrooms provide a reduced class size for those students who need additional support. Lower student to teacher ratios provide varied opportunities to change the direction of teaching. These teachers can now:

- Give specific attention during small group times to each individual student (one-on-one)
- Deliver more in-depth teaching and instruction
- Make up more ground with EIP or close the gap between lower- and higher-performing students
- Reduce classroom management issues
- Build better relationships between teacher and student
- Identify specific needs and gear teaching to meet students at individual level
- Establish individual targets &/or goals for our students
- Encourage engaged learning by the students
- Provide more performance-based instruction
- Increase participation in monitored class work

These students are identified at the end of the school year by SLO data and/or EIP checklist. EIP students or other students who still do not exhibit growth are referred to the Tiers of Intervention for further evaluation. In the 2014-15 school year, the SLO results gave faculty, staff and administrators additional information. Students were categorized as: Unacceptable Growth, Expected Growth, and High Growth. This data was used to drive instruction and small group selection. Homeless, migrant, disadvantaged, EL, and students with disabilities will have services provided using the same criteria as other students.

- Address how the school will determine if such needs have been met; and



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Students who experience difficulty grasping concepts following teaching and practice lessons will work in small groups or individually with the teacher for concentrated instruction on identified skills using tasks, manipulatives, or the computer. The reteaching cycle will employ materials different from the original teaching sources. Materials related to the teaching skills will be selected from a variety of sources including commercial reading and math materials, reading and math labs, tapes, books, games, teacher-made materials, reading and math manipulatives.

At risk math students in grades 3-5 are identified by last year's SLO data. These students are provided additional time and resources for daily math tutoring through a computerized program called iPass. The students begin their day with thirty minutes of iPass. The iPass coordinator monitors these students by printing daily "Help" reports. When a child has been identified as exhibiting difficulty, the child receives one-on-one tutoring from a certified teacher.

Diagnostic testing is built into the current textbook series as well as the Standards of Excellence/units so that students' strengths and weaknesses can be detected throughout the year. Some teachers are using these programs while others are relying solely on the Standards of Excellence, units, and assessments being used this year.

Common Unit assessments will be administered four times this year for grades 1-5. Teachers will use other tests through the year to determine effectiveness of teaching and to determine skills needing remediation, using a variety of materials and teaching methods. Common math unit tests using Standards of Excellence will be administered this school year for grades 1-5 in math. Data from these periodical tests will be used to drive instruction. Data from these administrations will be used for remediation and/or acceleration of students.

To prevent failure and to accelerate learning teachers will provide additional opportunities for students to receive tutoring and counseling. When funds become available, after school and summer programs will be offered to those students in need. In 2006-2008 tutoring and transportation were provided to those students falling just below and above the mastery level on the CRCT. The tutoring began in late October and ran through April. Two hours a day for three days a week was offered for regular education students and two hours a day one day a week was offered for our special education students. In 2008-2009, the economic situation prevented after-school tutoring. Currently, during the second semester, the regular school day schedules are adjusted to allow for remediation and acceleration 3-4 days a week for one to one and a half hours a day. Grades 3-5 focused on ELA and math remediation skills and science and social studies acceleration during this time. Students will be taught by a different teacher when possible.

3. Instruction by highly qualified professional staff



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

3. Instruction by highly qualified professional staff

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Rincon's faculty and staff members are 100% highly qualified, meeting the standards established by the state of Georgia. Much care is given to decisions regarding which teachers to place in which grade levels and/or subject areas. The teachers' areas of expertise are factored into the placement equation. Rincon's administrators individually place each student in the classroom they believe is best suited to the student. Administrators take into consideration learning style of the student, teaching style of the teacher, personalities, peer relations, classroom model, previous academic success, teacher recommendations, and behavior. This time consuming task is a worthwhile endeavor in order to assure academic achievement and increased behavior management.

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

Our teachers overwhelmingly felt that professional learning in reading would enhance their capacity as a teacher as well as additional technology to help their instruction. Over the past three years, we have provided the *Reading First* training to all K-2 regular education and special education teachers. In 2013-14, ten RES teachers attended *Words Their Way* training. This enables teachers to reach every child on their own level and to determine the specific strengths or weaknesses a child may have. This year, all K-2 teachers attended iRead training in order to aid in reaching every child at their individual level and differentiate for needs. In order to ensure reading enhancement, six scheduled classroom observations and collaborations for all K-2 teachers will take place throughout this school year by the iRead specialist. Each K-2 regular education classroom has (6) Chromebooks and each K-2 special education classroom has (3) Chromebooks. Based on funding availability, RES would like to use Title I funds this year to purchase additional Chromebooks for grades K-2. RES is working to allow each student the recommended 20 mins. per day for iRead on the Chromebooks as well as teachers remediating and accelerating on a daily basis with lessons provided in the teacher management system. Additionally, teachers in grades K-5 have participated in professional development for Classworks. This program is used with Chromebooks in grades K-5.

The Reading Recovery Teachers have also been trained in Comprehension Intervention Model (CIM). This model will be used during literacy groups in grades K-2. Data from the progress monitoring will be used to drive instruction and assist in selecting students for the small group instruction. RES currently has two Reading Recovery teachers on campus.

Grades K-5 math and reading representatives will be collaborating in county-wide meetings throughout the school year in order to produce common units for reading and math for the Georgia Standards of Excellence. We have aligned professional development with the State's



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

academic content and student academic achievement standards.

Teachers participate in weekly collaborative sessions that result in sharing of ideas and strategies to strengthen classroom instruction. We take advantage of experts within our school and county to provide professional learning opportunities. External consultants attend RES on a regular basis to provide professional learning opportunities.

The county-wide technology department regularly schedules group and individual classes to enhance the use of technology in instruction. With the implementation of Georgia Standards of Excellence in ELA and Mathematics, every available moment is being spent on revising units and assessments or collaborating about teaching strategies.

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

The Effingham County Board of Education has established recruitment policies and procedures that Rincon Elementary School follows. Job openings are posted in schools and on school and district websites. Announcements of vacancies are published in local and regional newspapers. All contacts made during recruitment opportunities are encouraged to submit an application. Effingham County's website offers information on how to obtain application materials.

Other strategies used include: RES' principal and other school administrators attend county-wide and outside the county job fairs in search of highly qualified applicants; acceptance of college student internship placements; recruitment on college campuses; based on supervising teacher and university professor recommendations, recruitment of promising candidates from student teachers at RES; county supplemental pay; pairing new teachers with mentors for support; and providing a new teacher induction program.

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

The Effingham County Board and Rincon Elementary affirm and assure the rights of parents and teachers to be given opportunities to participate in the design and implementation of activities funded by Title I, ECIA by which their children are being served. A minimum of one public meeting will be held each year to provide an opportunity to establish communication among parents, teachers and agency officials. Additional activities will be held periodically during the school year in the morning and evening and will include, but may not be limited to the following:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Notify each child's parents that their child has been selected to participate in Title I activities and communicate reasons for selection with parents.
- Providing information concerning the Title I program, its requirements, and their right to be involved.
- Holding meetings for parents at individual school sites and/or central location.
- Visiting the Title I classrooms.
- Disseminating survey forms for input of ideas.
- Parents will be involved in the planning, reviewing, and improvement stages of the Title I program.
- Students, parents, and teachers will collaboratively review and sign Rincon Elementary's School-Parent Compact.
- Parents will be asked for input in the parent involvement policy, school-parent compact, and schoolwide/school improvement plan. They will have the opportunity to offer this input verbally at an annual meeting, in writing on a formal survey, or at any time informally.
- Copies of the written Parent Involvement Policy will be distributed to all parents.
- An annual meeting will be held each year in the fall to inform parents of the school's participation in Title I and what this means for them. The principal, instructional supervisor, Title lead/parent liaison, and parent involvement members will conduct this meeting jointly. This will provide ample time for parents to assess the Title I program and make suggestions for changes or improvements. It will also allow ample time to make plans for changes and new ideas for the coming year. Parents will be asked for input, suggestions will be recorded, and written suggestions will be filed for review when the plan is updated.
- Any parent who cannot attend the annual meeting will be invited to meet with the administration and teachers at any time to discuss the information that transpired during the meeting. At this point, they will have an opportunity for formal input into the program and an invitation to join in developing the program.
- Parents will receive a newsletter providing them with timely information concerning the Title I program, results of the annual school review, notification of meetings, and school performance profiles. Individual test results and interpretation of those results will be

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

furnished to the parents. The instructional supervisor, principal, or Title I lead teacher will provide an explanation of any part of the entire school curriculum at any time upon request. Parents will be notified in writing of assessment times, the instrument used, and the proficiency levels to be met.

- Parent suggestions will be acknowledged in writing in a timely manner.
- Parent meetings will include pamphlets, powerpoints, and verbal information that will assist them in understanding national, state and local educational goals and standards. Also to be included are student performance standards, schoolwide/school improvement and correction action plans.
- Parent meetings will include an overview of the schoolwide/school improvement process and components of the targeted assistance program. State and local assessments will be explained.
- Requirements of the Title I Parent Involvement Plan will be explained to parents.
- Parents will periodically be invited to attend a minimum of two parent-teacher conferences a year.
- Parents will be advised of adult literacy programs and consultants will be contacted to speak with interested parents.
- Parents will receive notice of all parent training sessions, activities and information that will also enable LEP parents and parents with disabilities to participate fully.
- Local civic clubs and businesses will be invited to join in partnerships with school by sponsoring students in recreational activities in which both the child and the parent can participate.
- The parent resource center will be open to all parents during school hours. This center will be furnished with the items relevant to parenting concerns. These materials will be periodically replenished and updated.
- A Georgia Milestones parent night will be offered to parents in grades 3-5. Students will be provided with childcare while parents learn terminology, vocabulary, visit websites, and familiarize themselves with statewide standards and assessment familiarity. The materials will be provided with Title I funds.
- All non-satisfactory comments on the Title I Program will be collected from parents and will be submitted to the LEA.



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Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Parent University sessions will be offered through the Effingham County Board of Education to educate parents and students on a variety of topics including CPR, Learning to Read, post-secondary options, etc.

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

RES plans for assisting preschool children in the transition from early childhood programs. There are also transition plans for students entering middle school, entering from private schools, and students entering our school throughout the school year.

All students entering kindergarten are administered the kindergarten readiness test in the spring of the year at their designated school. Children already in Pre-K at our school are administered the readiness test on-site. The Instructional Supervisor meets with the parents to share the student's strengths and weaknesses.

In the spring, "Kindergarten, Here We Come" is held for all students entering kindergarten. Parents are presented valuable information about the kindergarten curriculum, standards, examples of handwriting, sight words, and a supply list. At this time parents often meet potential teachers and administrators.

Additionally, transitional assistance is provided through a neighboring daycare facility field trip to RES, attendance at our May Day festival, and a Pre-K Open House for our three Pre-K classes. During Open House, parents and students meet their teachers and paraprofessional in a very relaxed atmosphere.

In order to prepare our 5th graders with a smooth transition to middle school, they take a field trip to the middle school for which they will attend. This field trip occurs in May. At this time, they tour the physical building and meet teachers and administrators. There is a powerpoint presentation and video which highlights events throughout the school year with a question/answer session. In May, the middle school band and/or chorus also come to RES for a performance that encourages upcoming 5th graders to join either band or chorus.

As new students arrive at Rincon Elementary with their parents, they are introduced to the school's instructional supervisor, data clerk, and often, the principal. Parents and new students are introduced to their teacher and a brief tour of the school is provided at this time.

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



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

Teachers at RES are continuously involved in decisions regarding the use of academic assessments. The county requests a teacher, selected by the instructional supervisor, from each grade level to represent the school at county-wide assessment or unit preparation sessions. At each session, each grade level participates in creating assessments, analyzing results, and making decisions regarding performance standards. Redelivery by the grade level representative to our faculty is given following each session. Additionally, teachers and administrators collaborate on assessment preparation, disaggregating data after assessment, and data driven decisions. These assessments are used to determine if students have mastered standards taught or if remedial instruction is needed.

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

Classroom teachers identify students with difficulties and discuss them during the weekly common planning or collaboration time. An administrator is available for each of the grade level meetings. Intervention is supervised by the assistant principal as well as the county intervention specialist. The half-day interventionist is here four days a week for one-half of the school day. Each classroom teacher is given and trained on "Response to Intervention Guide for RES" which contains all the regulations and paperwork needed to document these difficulties. Student intervention referrals, observation documentation, etc. are filled out on a weekly basis and discussed in grade level meetings.

If a student is demonstrating difficulty in reading or math, several research based programs are available for them to use. The technology teacher is the iPass (math remediation) coordinator. The program is set up so that the technology teacher is able to print out a "Help" report on any child who is exhibiting difficulty. The "Help" report is printed on a weekly basis. These children are tutored by the faculty or staff member helping with the iPass group. In reading, when a child is identified as exhibiting difficulty, depending on the grade level, they are monitored and placed in programs such as Reading Recovery, CIM Groups, iReady, SRA, PALS, Comprehension Upgrade, Language for Learning, Language for Thinking, and Road to Code for remediation.

The assistant principal receives weekly emails from the county intervention specialist. When needed, meetings are called in order to provide appropriate assistance to teachers and intervention students. The assistant principal redelivers the materials and information to the faculty and staff of RES. The assistant principal attends the grade level weekly common planning collaborations where difficulties are discussed and solutions given. Responses to Interventions (RTI) meetings are held at RES every three weeks to discuss any problems or successes during the past three weeks.

10. Coordination and integration of federal, state, and local services and programs, including



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Effingham County neighbors Savannah which provides many community businesses, organizations, and agencies to draw from. RES is supported by a number of local businesses and agencies. This support provides our students with incentives for math facts progress check, reading logs, positive behavior, honor roll, and outstanding attendance. Funding comes from a variety of federal, state, and local sources.

- Educational Consultants - First District RESA and Susan Halligan, Math External Consultant; UGA Warnell Center, Oatland Island, GSU, Gulfstream
- Educational Incentives provided by – Primarily by McDonalds, but can also include Gate Station, and Arby's. McDonalds of Rincon is our business partner.
- Community Resources – Department of Family & Children Services, Effingham County United Way, UGA Extension Service, local law enforcement agencies, mental health care providers, Eff. Co. Health Department, Woodsmen of the World, Lion's Club, Eff. Co. Hospital, local dentist or dental hygienist, Boy Scouts, Girl Scouts, area churches, and area businesses.

Resources from federal, state, and local agencies will be used in the following ways:

- *Title I – Part A (Federal) – Helping Disadvantaged Children Meet High Standards, Improving Basic Programs Operated by Local Education Agencies - Funds from this source will be used to supplement regularly funded programs. For the 2015-2016 school year, funds will be used to pay for two certified teachers and a paraprofessional as well as materials and supplies for workshops. In order to lower class sizes, RES will use an additional certified teacher in the 4th grade for ELA/Social Studies and another certified Title teacher in grades during Math and ELA increments of the day. We are using the lower class sizes to hopefully move more students from the unacceptable category of the SLOs to the expected growth or high growth categories. With the implementation of ELA/Social Studies integration in the classrooms and TKES requiring more differentiation, RES has a need for more Chromebooks. If money is available after the salaries are paid, RES would like additional Chromebooks. The hands-on individualized programs will assist students in areas of weakness, such as the Classworks program that provides for ELA/Social Studies integration, as well as accelerate those who need acceleration. Providing a Chromebook for every student in grades K- 2, based on funding availability, would provide further opportunities for differentiation, unlimited access to research-based programs such as Classworks, and many opportunities for the stellar teachers at RES to take their students further academically than they have already been doing. Chromebooks would help students with math, reading, science, social studies, and ELA. Every student learns differently, but because they are more excited and engaged with using technology, they stay focused longer.*
- *Title II – Advancing Teacher Quality Part A (Federal) – This ensures that highly qualified teachers are recruited and hired.*



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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

- *Title III – English Language Learners (ELL) (Federal) – This money is used to provide instruction for ELL students.*
- *Title IV – Safe and Drug Free Schools – (Consortium with First District RESA) – funds drug free and violence prevention activities such as Red Ribbon Week, the Mendez curriculum, and bullying training.*
- *Media – books and periodicals*
- *Curriculum and Instruction – salaries, textbooks, and other instructional materials*
- *Special Education – **SECTION 504** – A service developed to provide a quality education for students who have special needs with a medical diagnosis; **IDEA** – Federal legislation that mandates how special education programs and services should operate*
- *Georgia State Lottery funds the Pre-K program housed at RES.*

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

Rincon Elementary teachers have an open relationship with parents through their continued communication. Newsletters from the teachers are distributed each week in order for parents to keep up with upcoming announcements and assignments. Parents are able to see their children's grades in Infinite Campus by signing onto Parental Portal. Teachers communicate formal and informal assessment results through notes, emails, rubrics, weekly grade updates, progress reports half way through the nine weeks, and report cards at nine week intervals to parents. County-wide parent teacher conference days are provided twice each year. During these conferences, teachers share individual assessments to the parents. Together, the parent and teacher come up with an instructional plan for the individual student. Parents who need additional interpretation may receive it at this time. For those parents who are limited English learners, an interpreter is provided to them.

Standardized test results are accompanied by a county-wide cover letter to explain the assessment results. Individual parents may encourage contacting the teacher, instructional supervisor, or principal if they have questions or need additional information.

Math challenge results are communicated through individual student reports and awards are received by the students. Group pictures are placed in the local newspaper for math challenge as well as on the school website.

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

Teachers report and turn in individual and class results of all reading and math assessments. Once the assessments are completed, this data is given to the Instructional Supervisor. These results are compiled for the entire school year and kept on file for regular review. Throughout the school year teachers, working in collaborative teams, examine the assessment data in order to



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

drive instruction. Administrators examine the assessment data in order to make curriculum decision such as needs assessment, textbook adoption, ordering and purchasing of material and teaching aids, and the development of instructional focus. RES has invited and utilized an external consultant to further examine and disaggregate the data. The external consultant held a workshop on Disaggregating Data in order to better equip our teachers and administrators with skills and knowledge about utilizing data to improve student achievement in previous years. This information is distributed to new personnel in order for them to better understand the data.

Once annual testing assessment results are returned to the school, the data is disseminated to individual teachers and grade level teachers who review the data for common strengths in student scores as well as common weaknesses. The Instructional Supervisor is responsible for collecting and disaggregating the assessment results and data. Areas of strengths and weaknesses are discussed horizontally as they relate to a grade level and vertically as they relate to the school. For example, to improve a weak instructional strand in fourth grade, the focus may initially begin in a lower grade level. Delivery of an instructional strand at third grade can increase fourth grade scores of the same instructional strand in the following school year. Working collectively, horizontally and vertically, an action plan for improvement is decided upon and detailed. Each grade level must submit in writing their results. Overall grade level assessment results are compared to previous years. These trends in student scores can reveal a teacher's need for staff development or a change in instructional delivery for the purpose of improving delivery and retention in an instructional area. Grade level leadership team members analyze the findings and the school's schoolwide/school improvement plan is revised and updated to include the latest assessment results.

The data from all testing is used in the placement of students in learning groups by class for the upcoming school year. RES has been a successful school because the data collected has been utilized to assist in driving instruction and placement of the student. Group dynamics are an important factor in the success rate of a class. The right mix of ability levels and meaningful fit of students' needs with teacher specialty is a key factor in a successful school year.

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

Data from testing is scrutinized for its key components. The individual domains from the different subjects are analyzed. Prior to the year's completion and for the following school year, developing a working knowledge of the individual assessment items allows the school and the teacher to make accommodating instructional changes in order to meet the needs of the learners. When analyzing this data, the number of problems in each domain is considered as well as the percentage of correct answers. Increased time and instruction are given to those areas with the greatest need and/or instructional differentiation is developed to meet a variety of skills in the most effective manner possible. Assessment results are also disaggregated by ethnic group, gender, grade level, and special education versus non-special education student. Student performance in every academic area and by every student population is analyzed to identify if



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

there is a trend based on gender, ethnicity, or another academic population. Students with disabilities pose a particular challenge due to the nature of their exceptionality. In order to meet student populations where there is the greatest need, future lessons are developed based on the results of the disaggregate data analysis. As the need is identified through test data analysis, the school develops horizontal and vertical goals and goals for special populations. The goals are reviewed and discussed by grade level and as an entire school faculty. These goals are published and revisited through the school year to monitor progress and/or the need to modify the goals based on the changing demographics of the school population. These goals are listed in the RES Schoolwide/School Improvement Plan. The RES Schoolwide/School Improvement Plan addresses all of the previously mentioned categories as well as gifted and talented students.

14. Provisions for public reporting of disaggregated data.

The county's board of education uses the office of Instruction and Communication Specialist to report all assessment data to the public. From the Effingham County Schools' webpage, the public can access the Georgia State Department of Education's webpage to view the "report card" for academic progress of each of the counties in Georgia including Effingham County. From this web location, specific assessment scores and the progress of each of Effingham County's schools can be accessed and viewed including RES.

To allow the public to review the academic progress of Effingham County schools, the Effingham County BOE also provides and publishes the same state-level data to the local news papers, BOE newsletter, individual school newsletters, and local television stations. By publishing the data and promoting its access, the Effingham County Board of Education is promoting and encouraging public analysis of individual school's testing data and the comparison of progress of the Effingham County BOE with other counties throughout the state of Georgia.

The RES webpage has links to the Effingham County Schools and the Georgia State Department of Education web pages as well.

At the school level, overall school wide assessment data is reviewed with the entire faculty, leadership team, school improvement team, school council, and the local board of education. The administration highlights the strengths and weakness of the school's academic program as determined by the assessment data. The school improvement team and school council have a parent membership component allowing access to test data analysis. The BOE meetings are publicized in the local newspaper and promote public access to these meetings. Overall, the analysis and dissemination of the disaggregate data is made available to the public by a variety of venues and its public consumption is encouraged.

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

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

October 2015

- System analyzes test data to identify strengths and weaknesses system-wide and at each school.
- Schools analyze test data and other data to identify strengths and weaknesses.
- System use analysis to guide System Schoolwide/School Improvement Plan and plan state required Consolidated Application.
- System Strategic Planning aligned to short term and long range planning goals

School Year 2015-16

- System-wide administrator's meeting will highlight assessment data and trends including SLOs and speculation of Milestones data. Schools are directed to review building level data and trends with the school level improvement team in October of the school year. The principal will review the assessment results with the entire faculty during the October faculty meeting.
- Throughout the year, the Leadership Team meets monthly to monitor process. Administrators will spend time during monthly meetings to collaborate in aligning school goals to system goals and evaluate progress toward meeting goals.
- The school includes all stakeholders, including School Councils, and parents in the development of the plan

August-September

- Finalize action plans for each of the school goals aligned to system goals.
- Update each area of the school portfolio.
- Draft school improvement plans are shared with stakeholders.

September-October

- Draft plans are accepted or returned for revision
- Internal Quality Assurance is conducted through the use of a Standard Assessment Inventory
- Final Improvement plans are adopted and shared with stakeholders
- Quality Assurance Surveys are administered to stakeholders

November

- Summarize results from Standards Assessment Inventory and stakeholder survey data

December-May

- Focus on action plans for the current year. Review critical assessment data as available
May
- Begin to analyze test initial assessment and other critical trend data
- Each school facilitates reflect upon results of present year action plans
- Begin formation of tentative action plans for the next school year, 2015-16



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Georgia Department of Education Title I Schoolwide/School Improvement Plan

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

Every effort was made to involve constituents from all aspects of the school and community in the writing of this plan. Each member of the committee served as a liaison between the parents and the committee. We began in the fall of 2008, staff voted to become school-wide and notices of school-wide eligibility were sent home to all parents. Then, a committee was formed of teachers, administrators, parents, a leadership team, and school council members to develop Rincon Elementary School Title I School-Wide Plan.

This committee began meeting on August 13, 2008 to discuss school needs, and CRCT results and intervention during the months of September 2008 – February 2009. Rincon Elementary School, with the involvement of parents and community, continues each year to develop our proposed school-wide plan. Each year, teachers and school staff used the following instruments, procedures, or processes to obtain information about our school: School Keys to a Quality Education, SLO data, System Equity Plan, Technology Plan, parent surveys, administrator surveys, paraprofessional surveys and teacher surveys.

Administrators, leadership team members, community and parents from RES school council reviewed the results of the needs assessment several times during the past year to determine priorities and develop the plan. RES school council is composed of teachers, administrators, parents, and community leaders. The current School Leadership Team Members are listed within the first few pages of this document.

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

The Title I School Wide Plan will be discussed at the Parent Input Meeting, Annual Title I Meeting, Title I Post Review Meeting, school council meetings, and will be available for viewing/observation during Open House as well as during the entire school year. The RES Title I Parent meeting was held on August 25th, 2015 in the school's cafeteria. Agenda and sign in sheets are available from the Title Lead/Parent Liaison.

Annual revisions will be made (at the committee level) based on the evaluations and current data analysis. The information will be available to parents at the central office, in the instructional supervisor's office, in the Title lead/parent liaison's office, and on Rincon's webpage. This information will also be posted and sent home by the students in a monthly newsletter.

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

Rincon Elementary has 16 students qualifying for EL and monitored services. RES is served by

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

one part-time EL teacher. Some teachers and volunteers are available to assist as needed throughout the school year to interpret and translate materials as needed. County personnel provide the school copies of letters translated into various languages including school plans, policies, and compacts as needed. The Title lead/parent liaison or EL teacher duplicates the necessary letters and distributes to those parents.

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

At the time of the development of this plan, Rincon Elementary School is not in Needs Improvement. However, this school-wide plan is subject to all school improvement provisions of Section 1116 and if the school does reach school improvement status, the plan will be revised in accordance with all regulations set forth in the section, including the use of supplemental services, corrective action plans, restructuring plans, and state directed contract. Rincon Elementary has qualified for the Distinguished Schools Award for the past twelve years.