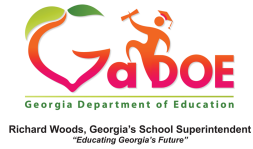


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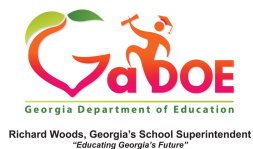
<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name:</b> E. J. Swint Elementary	<b>District Name:</b> Clayton County	
<b>Principal Name:</b> Mrs. Sarah Cainion	<b>School Year:</b> 2020-2021	
<b>School Mailing Address:</b> 500 Hwy 138 Jonesboro, Georgia 30238		
<b>Telephone:</b> 770-473-2780		
<b>District Title I Director/Coordinator Name:</b> Katrina Thompson		
<b>District Title I Director/Coordinator Mailing Address:</b> 1058 Fifth Avenue, Jonesboro, Georgia 30236		
<b>Email Address:</b> katrina.thompson@clayton.k12.ga.us		
<b>Telephone:</b> 770-473-2700		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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

### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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

### Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Sarah Cainion		Principal
Sharon Jones		Assistant Principal
Jimmie Howell		Music Teacher
Sonya Anderson		Counselor
Shequita Lampkin		Fourth Grade Teacher
Patrick Edwards		Parent
Teresa Reed		Kindergarten Teacher
Carmen Black		EIP Teacher
Tamika Crawford		ESOL Teacher
Sandy Smith		Parent
Andrea Wade		Media Specialist
Sherita Jones		Paraprofessional
Deborah Robbins		EIP Teacher
Sharon Wilkerson		Third Grade Teacher
Consuelo Dutch		Paraprofessional
Yolanda Umojamay		GIFTED Teacher

## 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).

*Response:*

E. J. Swint Elementary developed our school-wide Title I plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved are stakeholders from the community and the school including the school council, PTA, grade-level team members, and staff. All historical data was utilized to determine SMART Goals for the 2020-2021 school year and to identify strengths and weaknesses in academic, instructional, and organizational effectiveness. SMART Goals are developed based around formative and summative academic goals.

We have used the following instruments, procedures, and processes to obtain information about current achievement data and instructional and organizational effectiveness:

- Parent, Teacher, Student Surveys
- Stakeholder Feedback
- Georgia Milestones Assessments System (GMAS)
- Ongoing Common Assessments and Benchmarks
- Students qualifying for our Early Intervention Program (EIP)
- Access Data
- DIBELS Data
- Myon Data



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- iReady Data

Surveys were distributed to identify the perceptions of parents, teachers, and students regarding the quality of education at Swint Elementary School. Teachers take online surveys to evaluate the school's direction and progression towards the goals outlined in the mission and vision. Parents and students take online surveys to evaluate the quality of instruction at Swint. The survey results are used to modify the school's academic direction and to revise the SMART Goals.

During the 2019-2020 school year, parents and guardians completed a spring survey that was designed to identify the needs of students and parents. As a result of the survey, strategies will be designed to increase parental involvement and revise the Title I Parental Involvement Plan. The surveys asked parents to evaluate the school on the various aspects of parental involvement. The survey consisted of 24 questions, each with a tiered scale of responses appropriate to the nature of the questions.

DIBELS Percentage												
	BOY 2018-2019				MOY 2018-2019				EOY 2018-2019			
	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
<b>K</b>	47%	19%	13%	21%	38%	18%	21%	23%	21%	14%	40%	26%
<b>First</b>	36%	15%	9%	40%	29%	9%	19%	43%	26%	8%	19%	47%

DIBELS Percentage						
	BOY 2019-2020		MOY 2019-2020		EOY 2019-2020	



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	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
<b>K</b>	85%	10%	4%	0%	45%	15%	25%	15%	N/A	N/A	N/A	N/A
<b>First</b>	79%	5%	7%	9%	34%	15%	19%	32%	N/A	N/A	N/A	N/A

### i-Ready Reading and Math Data

	Reading BOY 2019-2020				Reading MOY/EOY 2019-2020				Math BOY 2019-2020				Math MOY/EOY 2019-2020			
	Tier 1	Tier 2	Tier 3	Data Outside of Testing Window	Tier 1	Tier 2	Tier 3	Data Outside of Testing Window	Tier 1	Tier 2	Tier 3	Data Outside of Testing Window	Tier 1	Tier 2	Tier 3	Data Outside of Testing Window
<b>K</b>	NA	NA	NA	NA	NA	NA	NA	NA	0%	76%	3%	21%	0%	73%	27%	0%
<b>1<sup>st</sup></b>	NA	NA	NA	NA	NA	NA	NA	NA	18%	64%	1%	17%	6%	67%	22%	5%
<b>2<sup>nd</sup></b>	24%	51%	9%	16%	14%	39%	42%	5%	27%	50%	2%	21%	14%	63%	19%	5%
<b>3<sup>rd</sup></b>	25%	22%	35%	19%	19%	18%	59%	5%	31%	44%	6%	18%	10%	57%	28%	5%
<b>4<sup>th</sup></b>	34%	33%	15%	19%	29%	39%	24%	9%	33%	38%	10%	19%	27%	38%	26%	9%
<b>5<sup>th</sup></b>	52%	21%	15%	12%	46%	30%	20%	4%	35%	35%	16%	14%	30%	41%	24%	4%



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### Georgia Milestone Assessment Data and Subgroup Performance Targets

	ELA		Math		Social Studies		Science	
	2017-2018 Percent Meeting and/Exceeding	2017-2018 Subgroup Performance Target	2017-2018 Percent Meeting and/Exceeding	2017-2018 Subgroup Performance Target	2017-2018 Percent Meeting and/Exceeding	2017-2018 Subgroup Performance Target	2017-2018 Percent Meeting and/Exceeding	2017-2018 Subgroup Performance Target
<b>ALL Students</b>	25	70.2	39	72.8	22	68.2	25	69.9
<b>Black</b>	26	58.9	36	59.7	21	54.1	23	57.6
<b>Hispanic</b>	29	63.6	53	67.5	27	61.2	36	63.4
<b>Multiracial</b>	N/A	74.2	N/A	75.6	N/A	72.7	N/A	73.2
<b>White</b>	0	79.7	18	82.9	0	79.8	20	79.9
<b>Econ Disadvantaged</b>	25	60.7	39	63.5	22	58.7	25	60.3
<b>English Learners</b>	12	52.2	41	59.6	0	52.3	0	53.3
<b>Students with Disabilities</b>	3	48.7	15	52.8	0	52.1	0	52.7

### GMAS Percent of FAY Students Meeting Typical/High Growth

	Fourth Grade			Fifth Grade		
	2017 - 2018	2018 - 2019	2019-2020	2017- 2018	2018 - 2019	2019 - 2020
<b>ELA</b>	63%	71%	N/A	61%	60%	N/A
<b>Math</b>	77%	78%	N/A	49%	57%	N/A
<b>Social Studies</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A



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ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS				
	2016-2017	2017-2018	2018-2019	2019-2020
<b>First Grade</b>	67%	78%	81%	75%
<b>Second Grade</b>	77%	88%	35%	50%
<b>Third Grade</b>	55%	90%	31%	84%
<b>Fourth Grade</b>	0	75%	64%	93%
<b>Fifth Grade</b>	50%	100%	50%	71%

Percent of Students Completing Identified Number of Career Awareness Lessons	
First Semester Checkpoint	Second Semester Checkpoint
10%	40%

Student and Staff Attendance											
Student Attendance Rate			Percent of Students with 3-5 absences			Percent of Students with 6+ absences			Faculty and Staff Attendance Rate		
2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
95.47%	95.33%	95.28%	29.33%	27.42%	28.31%	41.00%	24.91%	41.44%	98.24%	98.29%	79.18%

Failure Rate				
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter





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	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks
<b>ELA</b>	128/988 13%	150/988 15%	177/988 18%	169/988 17%	215/988 22%	204/988 21%	234/988 24%	110/988 11%
<b>Math</b>	30/988 3%	115/988 17%	147/988 15%	110/988 11%	105/988 11%	146/988 15%	154/988 16%	148/988 15%
<b>Social Studies</b>	30/988 3%	86/988 9%	88/988 9%	76/988 8%	80/988 8%	91/988 9%	126/988 13%	72/988 7%
<b>Science</b>	19/988 1%	35/988 4%	62/988 6%	27/988 3%	78/988 8%	56/988 6%	51/988 5%	53/988 5%

### Student Discipline Data

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Total OSS Days</b>	75	81	75	32
<b>Total OSS Incidents</b>	67	56	48	22

List Five Most Frequent Incidents	Percentage of All Incidents 2017-2018	Percentage of All Incidents 2018-2019	Percentage of All Incidents 2019-2020
1. Disrespect-Failure to follow directions	25/73=34%	17/171=10%	
2. Disruptive Behavior	16/73=22%	11/171=19%	
3. Disrespect school personnel	6/73=8%	1/171=1%	
4. Disrespect-Inappropriate Comment	6/73=8%	2/171=3%	
5. Disruptive Behavior-Cafeteria	4/73=5%	N/A	
6. Disruptive Behavior-Bus misconduct	N/A	31/171=18%	
7. Disruptive-Arguing w/another student	N/A	10/171=6%	



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Certified Staff Attrition Rate			
2016-2017	2017-2018	2018-2019	2019-2020
4	7	92%	98%

Year-Long Vacancies				
Course Name	2016-2017	2017-2018	2018-2019	2019-2020
N/A	N/A	1	N/A	1

Swint Elementary does not have a migrant student population. However in the event, the school gains a migrant population, the school will follow district, state and federal guidelines to ensure that migratory students will achieve the goals set for all students. In addition, all parents or guardians enrolling a child will receive a questionnaire that determines if the child will be identified as a migrant. The information will be maintained in the child's permanent record folder.

The Georgia Milestones Assessment was administered in 2018-2019. The "Target Number" is the projected percentage of students that scored in the Developing, Proficient and Distinguished categories on the new assessment.

**Analysis** – Overall, there was an increase in the Math, Science and Social Studies GMAS scores. Math scores increased from 31% to 39%, Science scores increased from 18% to 25% and Social Studies scores increased from 13% to 22%. There was a decrease in English Language Arts scores, from 32% to 25%. Our goal is to increase the percentage of students earning a score of "Proficient" and "Distinguished" on the 2019 Georgia Milestones Assessment in all content areas.

Third-grade students performed the highest amongst the grade-levels in Math, with 52% of students scoring Proficient and Distinguished. Fourth-grade students performed significantly higher in ELA with 36% of students scoring Proficient and Distinguished. The lowest performing areas identified were fifth grade Math (16%), third grade ELA (19%), fifth grade Social Studies (22%), fifth grade ELA (23%) and fifth grade Science (25%). All students will continue to need additional support in all content areas this school year. Goals will be set for individual students, data disaggregated, bi-weekly probes administered and differentiated groups will be formed for re-teaching. Technology (laptop carts, ipads, myON, SMART Tables, Turning Point Clickers) will be used to create standards-based lessons to prepare students for the Georgia Milestone Assessments that will be administered online. Teachers will use Lexile leveled non-fiction books based on Science and Social Studies content to expose students to literacy across the curriculum and to provide additional support in reading comprehension. LLI kits will also be used to increase reading skills at all grade levels. Students will utilize the iReady Reading and Math programs for 45 minutes each week to have opportunities to engage in leveled activities that remediate or enrich. Teachers will administer bi-weekly fluency drills with comprehension activities to monitor students' reading fluency and comprehension. Also, teachers will address reading deficits in all content areas by incorporating Lexile leveled books so that all students have access to the content.

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

All teachers require more training on creating differentiated lessons that are aligned to the rigor and depth of the Georgia Standards of Excellence (GSE). More collaboration and professional development are needed for teachers to increase skills for the upcoming school year. The Title I Academic Coach will provide professional development and coaching support for teachers with student growth percentiles below 55% in ELA and/or Math. Additional support will also be offered to teachers who are new to the profession, school or grade-level. Teachers will use the CCPS Framework for High Performance to plan rigorous and relevant cross-curricular lessons. Literacy, writing and numeracy across the curriculum will be implemented at all levels. Constructed response writing will also be conducted in all content areas.

Analysis-Students continues to struggle in English Language Arts, Math, Science and Social Studies. Teachers will create centers each day that include myON and iReady usage, novel reading to increase Lexile Scores, constructed response writing where students are required to explain their thinking in Math and reading comprehension related to Science and Social Studies content.

### Analysis

The academic and attendance goals for Swint Elementary School for the 2018-2019 academic year were determined by the superintendent of Clayton County Public Schools and stakeholders. Swint Elementary School has set additional goals based upon disaggregated data from all content areas.

The SMART Goals set by Swint Elementary School were designed to measure student growth in all content areas for students in third through fifth grades. Scores for ELA decreased by 7 percentage points. Math scores increased by 8 percent, Science increased by 7 percent and Social Studies increased by 9 percent.

Strategies will be needed to maintain and improve scores in all subject areas to ensure students move into the Proficient and Distinguished categories. Students in various subgroups:

1. Increase student achievement in English Language Arts for ELL from 12 percentage points to 17 percentage points.
2. Increase student achievement in English Language Arts for SWD from 3 percentage points to 8 percentage points.
3. Increase student achievement in Mathematics for SWD from 15 percentage points to 20 percentage points.
4. Increase student achievement in English Language Arts for all students by 5 percentage points.
5. Increase student achievement in Mathematics for fifth-grade students by 5 percentage points.
6. Increase student achievement in Social Studies and science for all students by 5 percentage points.

The students of Swint Elementary are transient. There has been a significant increase in the number of students who withdrawal and enroll each month. Upon arrival at Swint, new students are given assessments, including Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K and 1 and pre-assessments to give teachers data about each student's strengths and weaknesses.

An analysis of current achievement data helped to identify the targeted subjects and skills in which teaching and learning need improvement. The data used to identify deficits include:

- Focus Walks
- Formative and Summative Assessments



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- Formal and Informal Observations

This plan is based on information about all students in the school and identifies students and groups of students who are not yet achieving the State Academic content and achievement standards. These students include:

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency

The data supports the following conclusions regarding achievement:

- The areas of strength are in the areas of reading and language arts.
- The areas of weakness include Science, Math, and Social Studies.
- To address the identified deficits, more differentiation will be incorporated into the classroom and standards will be taught more rigorously and on a deeper level. By implementing a relevant curriculum, the diverse needs of all students can be met. More emphasis will be placed on increasing the skills of SWD and ELL.

The specific academic needs of identified students in all grades will be addressed in the School Improvement Plan. The deficits in Science, Math, and Social Studies fall in all domains.

The **ROOT CAUSE/S** for these deficiencies are lack of differentiated professional development for teachers to ensure they have a deep understanding of how to teach the standards effectively, students entering school without the skills necessary for them to perform at their grade level, the lack of time needed to train and coach new teachers, and adequate research-based resources to assist teachers, poor attendance including excessive student tardiness, minimal parental involvement to reinforce skills at home.

More focus will be placed on addressing the needs of SWD students. The measurable goals/benchmarks that have been established to address the needs are:

1. Common Assessments/ Benchmarks
2. iReady Assessments/Benchmarks
3. DIBELS
4. Individualized Education Plans for Special Needs Students

### 2. Schoolwide reform strategies that:

*Response:*

#### **Standards-Based Classrooms**

Teachers will utilize technology, flexible grouping, and authentic assessments to provide effective instruction, practice, and assessment for students. Teachers will utilize the explicit lesson template and S.T.A.R.T.S (Students, Time, Assessments, Resources, Teaching Techniques, Standards) initiative when planning effective lessons.

#### **Increase Use of Technology**

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- **Renaissance Place:** Renaissance Place utilizes the accelerated reader program to guide reading interventions in which teachers are closely involved with student reading of text. It involves two components, the Accelerated reader software and the Accelerated Readers Best Classroom Practices. The software is a computerized supplementary reading program. Accelerated Reader relies on providing students and teacher feedback from quizzes based on books the students read regarding lexile levels and comprehension skills.
- **Discovery Education:** Discovery Education provides educational videos and demonstrations that correlate with the common core curriculum. The videos provide real-life examples allowing students to make a connection with what they are learning.
- **Gizmos:** Gizmos actively engage students in their learning by allowing them to conduct various experiments through illustrations online. It can be used in one-on-one instruction, as a learning station or in a whole group setting.
- **Turning Point Technology-**Allows students to view and respond to interactive questions with the clickers. The turning point technology provides immediate, full access to engage and interact in the learning process.
- **MyON:** MyON is a complete literacy solution that reinvents the ways in which students and teachers interact with text. MyON provides anytime, anywhere access to a library of more than 8,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. Our innovative digital literacy platform allows students not only to read but to read *closely*, to engage with digital texts in new ways that will transform the entire learning experience.
- **iReady-** i-Ready is backed by extensive validity research showing strong correlations to state and consortium assessments. i-Ready has also been shown to be highly predictive of student proficiency on state assessments designed to assess the College and Career Readiness Standards.
- **Write Score-** Analyze a student's ability to apply knowledge in a performance task. Provides a quick turnaround time for scoring papers and returning relevant data
- **Fontas & Pinnell Leveled Literacy Intervention-**A powerful, short-term intervention, that provides daily, intensive, small group instruction, which supplements classroom literacy teaching, LLI turns struggling readers into successful readers with engaging leveled books and fast-paced systematically designed lessons.
- **USA Test Prep-**Online resource designed to help elementary students effectively prepare for high stakes tests.
- **Virtual Learning-** E. J. Swint Elementary will utilize the programs listed below to incorporate digital learning to ensure students receive a high quality education. These programs will enable the students to be active participants in the learning process. In addition to this, these programs will be a tool for parents to support learning at home.
  - STEMScopes
  - Google Classroom
  - Google Meets
  - Teacher-Led and Instructional Videos
  - DIBELS/Amplify

### Additional Strategies

- Monitors comprehension
- Meta cognition
- Thinking Maps
- Generating and answering questions
- Recognizing and summarizing story structure



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- Technology usage
- Teaching students to self-assess
- Teacher collaboration
- Teaching math vocabulary
- Classroom accommodations will be implemented on a daily basis.
- Before teachers can recommend students for testing, intensive interventions will be implemented.
- Use Response to Intervention (RTI) to provide additional strategies for struggling learners

The ways in which we will address the needs of all students in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

### **Strategies for Best Practices**

Differentiated instruction  
Curriculum mapping  
Flexible grouping  
Integrated Technology

### **Strategies to improve Reading and Language Arts**

Use of leveled books based on Lexile  
Small group needs-based instruction in the classrooms and morning tutorials  
Literacy across the curriculum  
Writing across the curriculum  
Integration of Technology

### **Book Study**

All teachers will utilize *The 12 Cornerstones of Good Teaching: A Checklist for Staying Focused Every Day and Never Work Harder than your Students* to assist administrators with leading the school with effective strategies to improve the academic skills of teachers.

### **D.E.A.R (Drop Everything and Read)**

Students in all grade levels read from 7:20-7:55 each morning. Students read novels and other leveled books independently or with a peer to increase stamina and to create a love for reading.

### **Strategies to Improve Mathematics and Science**

Math and science committees have been formed to help plan effective instruction in these content areas, to plan educational nights that keep parents and other stakeholders informed of the curriculum and learning strategies, and design academic bowls for student participation in regarding these two subject areas.

### **Science Lab**

Swint Elementary has a Science lab. Teachers are scheduled to conduct hands-on experiments weekly to increase students' knowledge of scientific research and to help increase Science test scores.

### **Strategies to Improve Social Studies skills**

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Social Studies standards will be taught with fidelity across the disciplines each day. Students will be assessed weekly, daily quizzes will be administered and students will conduct research-based strategies based upon identified deficits. The 8 step instructional process will be utilized.

- 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).

*Response:*  
Teachers will use the 8 Step Instructional Process to create differentiated groups based upon disaggregated data. Based upon the data from Myon, Accelerated Reader and Benchmark assessments, students will continue to work on increasing Lexile scores on all grade levels. Students will read novels daily and answer questions to check their reading comprehension skills.

Common Core standards, responses to text, videos and web-based resources and Thinking Maps will be utilized to increase students' higher order thinking skills.

- 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 an 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.

*Response:*

**8. Step Instructional Process**  
**Disaggregate Data:** Identifying the instructional needs of students. Actively use ---- software program to help disaggregate data. Designate the weak and strong points. (Use appropriate forms for campus/grade level/content/demographics. Use comparisons of data in years [history & trends], item analysis, student expectation mastery, GMAS mastery, etc.)  
**Campus Timeline:** Implementing a scope and sequence for curriculum. Develop a prescribed campus timeline that encompasses all Common Core objectives based on the needs and weight of the objective (use of Forethought will assist with when to teach the objectives).



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**Instructional Focus:** Analyzing the objectives to ensure that instructional alignment takes place. Goals need to be understood—we must continue to look at where students need to go. Task analysis is done on each objective and all teachers understand what is being taught. Lesson plans should reflect objectives being taught; principals should collect and review all lesson plans; walkthroughs by the principal will detect instructional focus (dialog should occur between principal and teacher). The *Three Critical Elements of Instruction* is the framework and focus for all Instruction.

**Assessment:** Designated benchmark assessments are done throughout the year. The district has determined the progress monitoring and benchmark schedules, which can be found on the District website, Sharepoint. Teachers should review students' missed objectives on benchmarks. Questions for these tests are accumulated from resource materials such as Released tests, etc. Benchmark records on IEP should be kept updated. Bar graphs or Individual Evaluation Progress Folders for students need to be utilized to log in their own assessments as necessary.

**Tutorials:** Re-teaching non-mastered targeted tests. Tutorial times should be devoted to the re-teaching of non-mastered target areas such as, during the day, after school, summer, etc. by highly qualified teachers. The use of Common Core Coach Books along with other study guides will be utilized.

**Enrichment:** Providing a deeper understanding for those who have mastered the assessments. Target-related enrichment will be provided for mastery students.

**Maintenance:** Revitalizing past learning. Small, mini-objective clusters with pre-test and post-tests in between the required benchmark dates.

**Monitoring:** Answering accountability. Principal and assistant principal (the instructional leaders) will visit classrooms on a regular basis, complete walkthroughs, and conduct meetings with teachers. Principals will be a part of the IEP process for monitoring all students' individual scores. The instructional leader will continue to monitor the classroom and keep the 8-Step Instructional Process in place.

- 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.

*Response:*

### **Data Notebooks**

Data notebooks will be utilized to guide instruction and to organize pertinent data related to student achievement. The notebook will contain artifacts for the 10 Teacher Keys Effectiveness System (TKES) standards: Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies,





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Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism and Communication.

Through the utilization of several data tools, instructors have been able to analyze data to strategically target areas of strength and weakness within the individual students, as well as the student body, in order to develop and implement effective instruction through the application of differentiation, flexible grouping, remediation, learning stations, peer tutoring and instructional computer software. Teachers have been able to attend to the diverse needs of students throughout the school by designing and using formative and/or performance assessments so that appropriately differentiated instruction is provided to students in all subgroups. Based on the Georgia Performance Standards and Common Core State Standards, clear expectations for student learning have been established. These expectations are shared with students and parents through postings in the classroom and hallways, newsletters, school website, teacher website, and conferences with parents.

Ensuring that *all* educators are updating and reviewing data notebooks on a consistent basis and are proficient in their knowledge of how to access and utilize data to drive instruction remains a challenge.

A system of accountability will be developed to ensure that data notebooks are consistently being used in the classroom through a mandatory check on established dates. Furthermore, periodic refreshers and training on the various assessment tools and how to effectively disaggregate data to provide a cohesive profile of each student will be provided by the appointed data representative on a quarterly basis. The school will use the data room to analyze test data which drives instruction. The data room contains updated documents of student performance and instructional needs within the school. School staff has a systematic plan for monitoring school improvement at specific intervals during the year. Results from monitoring tools will be communicated to parents and stakeholders.

The insights gained from the accreditation activities will enhance our quality assurance and school improvement efforts. Vertical and horizontal group meetings will be held to analyze and discuss common assessments, formative assessments and county benchmark tests. Identified students receive multiple intervention strategies daily through Direct Instruction, English as a Second Language, and Early Intervention Program services. Support staff provides remediation and enrichment to students in mathematics and reading twice weekly.

### **Georgia Online Assessment System**

Teachers will use Georgia on-line assessments to assess students' knowledge of the content areas and provide additional support. Teachers may print hard copies of the assessments or assign the assessments to students to be taken electronically. Reports can be generated to assist teachers in planning for remediation and/or acceleration.

### **Georgia Kindergarten Inventory of Developing Skills (GKIDS)**

The primary purpose of GKIDS is to provide ongoing diagnostic information about Kindergarten students' developing skills in Language Arts, Math, Science, Social Studies, personal/social development and approaches to learning.

- SMART Goals
- Stakeholders collaborate and update Mission and Vision
- Pre-Planning



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- Leadership Retreat
- Yearly Updated SIP
- Data Collection
- Surveys
- Engagement of stakeholders
- Discipline Talks, Multicultural nights, Advisory Committees, Etc

- Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans if any.

### *Response:*

The school will determine if needs are met and are consistent with, and are designed to implement, the state and local improvement plans by analyzing the data on a bi-weekly basis, differentiated lessons are taught to mastery, lesson plans are designed to meet state standards and the students understand the language of the test.

### 3. Instruction by highly qualified professional staff

#### *Response:*

Swint Elementary employs a staff of 44 highly qualified, full-time teachers out of 49. It is the intent of the administration and staff to attract highly qualified personnel by establishing a culture of high expectations with peer support and recognition. The Human Resources Department monitors the hiring process by conducting Job Fairs designed to attract, select, and retain highly qualified staff in all schools.

Swint Elementary School students are focused and there are very few discipline problems. The school counselor, teachers and administrators have a consistent plan in place to ensure that all students receive a high-quality education.

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.

#### *Response:*

Administrative and Better Seeking Team meetings are used to increase communication among grade levels and interdisciplinary efforts to support academic endeavors that impact the entire school, such as SCORE, Honors Day Activities, and school-wide data review of benchmark test, attendance, and behavior.



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Training and development are continuously offered for further professional growth in regards to vision and purpose. This training is a reflective development of both our traits established as a school as well as those established as a state and county community of learners and educators.

- A. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

Professional development is provided for staff to ensure all students' needs are met. E. J. Swint's staff serve as Department Chairs, Academic Coach, Math Ambassadors, Technology Liaison, and Content Leads where they are required to redeliver research-based instruction and strategies ensuring high quality education for all students.

- Book Studies-Subscription to Education Leadership/ASCD
- Technology Training utilizing the Smart Boards, iPods and Clickers
- Standards-Based Classrooms
- SLDS Training (Student Longitudinal Data System)
- Google Classroom/Meets Training
- MIMIO Notebook Training

- B. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

- Conduct Leadership Retreat to set academic/social goals for the year
- Encourage teachers to attend virtual and face-to-face workshops in the summer (e.g., Griffin Resa, Metro Resa)
- Allot Title I funds to provide conferences and workshops for teachers and facilitators
- Purchase books for book studies
- Provide resources to implement Standards-Based Classrooms
- Conduct Common Core/Teacher Keys Training to infuse rigor in the classrooms
- Provide onsite workshops during and after school hours
- Redelivery of instruction by staff (Train the Trainer Model)
- Provide opportunities for staff and administrators to attend conferences and workshops throughout the year
- Utilize Differentiated Instruction throughout the year
- Implement Explicit Lesson Planning Design
- Implement Rigor Relevance Framework Training

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

*Response:*

Create a culture that encourages collaboration and team building:

- Provide mentors for all teachers with 0-3 years of experience
- Ensure all teachers have time allotted to collaborate with peers



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- Ensure appropriate research-based resources are available
- Offer opportunities for professional growth
- Involve teachers in the hiring process
- Administrators view teachers as partners
- Administrators promote celebratory opportunities to improve staff morale (e.g., Teacher Appreciation Week and Teacher of the Year Nomination)
- Teacher recognition of teacher accomplishments announced in the weekly Monday Notes

The professional staff is recruited, employed and mentored at Swint Elementary School with the intent to retain highly qualified teachers that are capable of fulfilling assigned roles and responsibilities.

Swint Elementary is a clean and attractive building where students and teachers take an active role in the day-to-day operations of the school. Teachers are provided with multiple opportunities for professional development to enhance their knowledge and skills to ensure that they are professionally prepared to perform their duties and responsibilities.

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

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

*Response:*

### Parent Liaison

E. J. Swint Elementary utilized a parent liaison to assist with increasing parental involvement which is necessary to meet the academic, social and emotional needs of the students. Workshops are conducted to bridge the gap between home and school. For the 2020-2021 school year, these workshops will include support in bridging the gap between home and school with Virtual Learning. A parent involvement survey is distributed at the beginning of the school year to assess parents' opinions about the effectiveness of the parent involvement program at the school.

The parent liaison was hired with Title I funds to work exclusively to increase parental involvement by organizing workshops, attending Title I District Meetings, and contacting parents to remind them about meetings, etc.

Workshops Conducted:

- Test taking skills
- GMAS (Georgia Milestone Assessment System)
- Homework Assistance
- Technology Assistance
- Available resources to support at home learning

Parents are included in the planning and reviewing of the comprehensive school-wide program plan by attending annual Title I Meetings. Frequent formal and informal meetings are offered to discuss data related to state, district and school-wide assessments. Parents are informed through written and face-to-face communication related to their



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child's achievement data and progress. Parents are encouraged to participate in the Local School Council and PTA, which meets four times a year.

A parent involvement policy has been developed and included in our appendices that include strategies to increase parental involvement, such as family literacy services, which describes how the school will provide individual student academic assessment results, including an interpretation of those results. The comprehensive school-wide plan provides information to the LEA parents and the public related to the school's weaknesses and targeted action steps. Teacher, Parent and Student compacts are developed to set common goals for the school. A parental involvement checklist is utilized to ensure we are meeting the needs of each parent and increasing overall parental involvement.

The Parent Center is located in Room 13. It is used by parents for activities and workshops. The Parent Center is equipped with information regarding testing, homework, parental involvement, and attendance. The Center is also equipped with computers, instructional materials, supplies, and uniform closet. The Parent Liaison also collaborates with local business partners to provide food for needy families.

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 or to assist students with the transition to middle school, high school or college.

### *Response:*

A plan has been developed to assist preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school and entering from private schools. Eligible children are able to enter the special needs preschool program on their third birthday. If that birthday falls after September 1, the student may have an additional two years in the preschool program. Preschool students will be transitioned from the half-day class to a full day class in the county before their final year of preschool. This helps them to build stamina for a full day of school.

Fifth-grade students are provided experiences that mirror middle school. Students visit the middle school they will attend and have an orientation to prepare them for the transition. The school is departmentalized in grades four and five to ensure students are able to rotate from class to class in an effective manner. Field trips are structured to meet the academic and social needs of the students. Students participate in extracurricular activities such as Junior Beta Club, WEJS News Team, SACS Committees, Helen Ruffin Reading Bowl, 25 Book Club, Accelerated Reader, Millionaires Club, Challenge 24 and Star Reading.

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.



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### *Response:*

Teachers are included in the decisions regarding the use of academic assessments by meeting with administrators weekly to discuss data related to student achievement. The budget, School Improvement Plan and Comprehensive Plan are reviewed and discussed with all teachers and feedback is utilized to assist with ordering supplies to meet the diverse needs of the students. Teachers are required to utilize data notebooks to keep track of students' progress and to create differentiated groups for acceleration, remediation and enrichment.

Teachers collaborate with peers during common planning times and each Tuesday during our Collaborative Planning Days. Lesson plans, explicit instruction, literacy across the curriculum and integration of technology is discussed at each meeting. Samples of students' work and rubrics are discussed for consistency with grading and peer reviews are utilized to move students towards mastery in all content areas.

Sub-group data is discussed to ensure the achievement gap is closed and learning is maximized for all students. Various departments meet to drill down into the data to create rigorous lessons designed to meet the diverse needs of the learners. Vertical teaming is done consistently to ensure teachers are kept abreast of what is expected as students move from one grade to another. Standards are deconstructed and discussed with teachers to ensure they are taught effectively. They are posted along with the learning target in each classroom to ensure students understand what they should know and be able to do. Teachers use the language of the standard when teaching, conferencing and providing feedback to students. To improve student achievement, we incorporate the following items into our instructional program by:

- Creating instructional videos to engage and support student learning
- Engaging students in higher order thinking questions
- Engaging students in meaningful lessons that add rigor and relevance
- Utilizing flexible grouping (differentiated instruction)
- Increasing writing time for all students (writing across the curriculum, writers workshop)
- Incorporating Constructed and Extended Writing
- Integrating/monitoring D.O.K. (Depth of Knowledge)
- Scheduling MyON into daily activities
- Utilizing USA Test Prep to promote learning

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.

### *Response:*



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All teachers are required to have a conference with each parent prior to the end of the first nine weeks. If a parent does not attend the conference, a conference request form noting the inability to attend should be submitted in lieu of a conference report form. Conference report forms and conference request forms need to be delivered to the administrators. Teachers must conference with parents of students new to E.J. Swint or retained/placed within 20 school days of the child's entry date.

Every effort will be made to see that parents do not visit classrooms during instruction. Conferences with parents should be scheduled virtually or face-to face at various times throughout the day. Parents can call teachers during planning time to schedule an appointment. When attending face-to-face conferences, the parent should report to the office first to sign in. If parents bypass the office, teachers should be polite but firm in telling them they are unavailable to talk with them during the instructional day. In addition to conferencing, the following are provided:

- The school handbook is provided to each parent at the beginning of the school year.
- Parent liaison provides workshops and activities to support parents with assisting their child with their school work.
- RTI information is shared with parents on an on-going basis.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

### *Response:*

- A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.

Professional Learning Budget

Title I Funds-See Chart

From 2014-2018, one hundred percent of our students received free breakfast and lunch.

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

### *Response:*

Student assessment results and interpretation will be provided to parents by utilizing the following:

- School website (updated as needed)
- Monthly Newsletters
- Teacher Websites
- Connect Ed Calling Post Messages



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- Quarterly Progress Report
- Curriculum Nights
- Parent/Teacher Conferences
- Progress Reports with Teacher Commentary
- After-School Remediation
- Weekly Curriculum and Grade Level Meetings
- State of the School Address

Individual assessment data will be provided to parents in the following ways:

- Informal and formal meetings
- Curriculum Nights
- Parent/Teacher Conferences
- Weekly Progress Reports
- Progress Reports
- Report Cards
- Grade Book/Infinite Campus

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

*Response:*

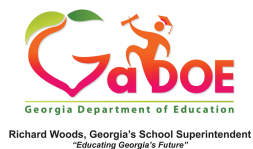
The state provides collection and disaggregation of student achievement data results. Disaggregated reports are published on the Georgia Department of Education website and released to the news media by the State Superintendent of Education.

The state makes efforts to report statistically sound assessment results. The Georgia Department of Education determines the statistical soundness of State-mandated tests. When there is a question of the validity of a non-state mandated test or its administration procedures, the Clayton County School District's Department of Research, Evaluation, Assessment and Accountability is available to apply the rules of validity or soundness and provide technical assistance in the process.

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

*Response:*





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The state makes efforts to report statistically sound assessment results. The Georgia Department of Education determines the statistical soundness of State-mandated tests. When there is a question of the validity of a non-state mandated test or its administration procedures, the Clayton County School District's Department of Research, Evaluation and Accountability is available to apply the rules of validity or soundness and provide technical assistance in the processes.

14. Provisions for public reporting of disaggregated data.

*Response:*

Disaggregated reports are published on the Georgia Department of Education website and released to the news media by the State Superintendent of Education. A link to the GA DOE is provided on the news media by the State Superintendent of Education. Clayton County School District's website provides additional information. The local television, radio stations and newspapers provide the public with detailed information about test results.

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 school-wide program

*Response:*

The school-wide program under which the school is operating has an approved plan that was developed over a one-year period with technical assistance provided by an outside educational consultant. The plan is updated by school representatives and it is reviewed by representatives from the Central Office and outside consultants. The review process is conducted annually.

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).

*Response:*

The development of the plan was constructed with the involvement of stakeholders in a myriad of ways. The participants involved in the plan consisted of the following: a teacher from varying grade levels, the school administrators, academic coach, a representative from students with disabilities, and parents. This committee analyzed data and set target goals and strategies for the plan.

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Stakeholders were involved in the development of the plan through several avenues. The Better Seeking Team of the school includes at least one parent, a teacher representative from the general education population, special education teacher, school administrators and site facilitators. Stakeholder surveys and questionnaires are distributed and results are calculated to help determine areas for improvement. Teachers and other stakeholders, through the representation of the Better Seeking Team, analyze data and use this to set goals for the plan. Once the plan is reviewed and approved by a Central Office review team, it is placed on the Clayton County School District's website to be viewed by the LEA and all stakeholders.

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

*Response:*

Once the plan has been approved by the team from the Central Office, it will be placed on the Clayton County School District's website to be viewed by the LEA, public, parents and other stakeholders. Swint Elementary school's plan will be made available on the school's website, in the main office, and in the Media Center.

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.

*Response:*

There are not a significant percentage of parents in this school whose primary language is other than English. Therefore, it is not feasible for the plan to be translated into any other language

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

*Response:*

The school will comply with the provisions of Section 1116 of Title I, Part A-Improving the Academic Achievement of the Disadvantaged of the NCLB Act of 2001.