



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: Ramona Horn

NAME OF DISTRICT/SUPERINTENDENT:

Muscogee County School District / Dr. David F. Lewis

Comprehensive Support School *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:	
Principal _____	Date _____
Region Chief _____	Date _____
Exec. Dir. of Fed. Programs _____	Date _____

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Ramona Horn	Principal	
Lamont Sheffield	Assistant Principal	
Debra Porch	Academic Dean	
Darryl Carter	Discipline Dean	
Carolyn Mitchell	LEA Facilitator	
Taliah Hassan	Teacher	
Ginger Markham	Academic Coach	
Carolyn Rutledge	Teacher	
Dacia Irvin	Teacher	
Bryan Little	Teacher	
Yvette Jones	Guidance Director	
Amanda Whittaker	Teacher	
Cenetra Kersellius	Parent	

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the School Climate rating as indicated on the 2018 College and Career Ready Performance Index (CCRPI)	2015 and 2016 CCRPI reports <ul style="list-style-type: none"> • Student Performance • Attendance • Survey data • Discipline data • Climate rating Student Information System (SIS) data	Principal, Assistant Principal, Academic Dean, Academic Coach, Discipline Dean, Site LEA, and teachers	<ul style="list-style-type: none"> • Community Forum • Partners in Education meetings • Local School Council • Connect Ed communications • Title I Parent Engagement meetings • School website • Newsletters
Increase the number of students that score at the developing learner and above in content mastery as indicated by the 2018 Georgia Milestones Assessment	Comparative Georgia Milestones Assessment data from 2016 and 2017 2013-2016 College and Career Ready Performance Index (CCRPI)		<ul style="list-style-type: none"> • Community Forum • Partners in Education meetings • Local School Council • Georgia Milestones Individual Student Reports • Connect Ed communications • Title I Parent Engagement meetings • School website • Newsletters
Increase Lexile gains for all students to include the 8 th grade Lexile measure on the 2018 College and Career Ready Performance Index (CCRPI)	2013-2016 CCRPI reports 2016 Georgia Milestones Content and Domain Summary Reports		<ul style="list-style-type: none"> • Community Forum • Partners in Education meetings • Local School Council • Georgia Milestones Individual Student Reports • Connect Ed communications • Title I Parent Engagement meetings • School website • Newsletters

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound (SWP 2, 7, 9, 10))

School Climate Goal: By May 2018, 80% of the teachers will effectively teach, model, and reinforce expectations and rules as measured by the PBIS Self-Assessment Survey (SAS) and Team Implementation Checklist (TIC).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Professional Learning 1,2,3,4,5,6 Leadership 1,2 Planning 1,6 Family Engagement 1,2 School Culture 1,2,3,4,5	Sub-groups of teachers, All students All teachers Parents	<ul style="list-style-type: none"> Maintain a Positive Behavioral Interventions and Supports (PBIS) team, continue to train faculty/staff and monitor implementation Increase the effective use of PBIS strategies Review school-wide data monthly and problem solve based on the trends Continue to implement and monitor a School-Wide Teaching Matrix (that includes all expectations & rules) Involve parents & students in (PBIS) by providing information and opportunities to collaborate Develop In-School Suspension plan that supports instructional goals Training for staff on Social Emotional Learning (SEL) 2nd Step. Identify and implement alternative resolutions to suspension 	Comparative data reports from Student Information System (Infinite campus) Assessment data Surveys Sign-in sheets Agendas Meeting schedules Lesson plans	School Leaders Demonstrate: Support and monitoring for PBIS, parental and student involvement Teachers Demonstrate: Effective use of PBIS strategies to include purposeful and effective strategies for reducing challenging behaviors, implement tools for a proactive PBIS approach and promote a school-wide culture of positive social interaction and respect and parent outreach Students Demonstrate: A decrease in discipline referrals Parents Demonstrate: Increased involvement and visibility in school setting	Lesson plans Calendar Department/Committee minutes Agendas Focus Walks Sign-in sheets Informal/Formal assessments Data Reports	3,000 Title I for training, lodging, and travel 7,000 Title I for stipends and substitutes 5,000 Title I for parenting resources and opportunities 12,000 Title I for conferences, travel, and registration School District for additional support and training

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound (SWP 2, 7, 9, 10))

Instructional Goal: By May 2018, 80% of teachers will effectively implement the Gradual Release Framework to support processing content through differentiation, checks for understanding, collaboration, and questioning as measured by observational data.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum 1,2,3 Assessment 1,2,3,4,5 Instruction 1,2,3,4,5,6,7,9 Professional Learning 1,2,3,4,5,6 Leadership 3,4,5,6,7,8 Planning 2,3,4,5 Family Engagement 1,2,3,4,5	All students All teachers Parents	<ul style="list-style-type: none"> ❖ Use high interest and leveled text to build vocabulary and increase Lexiles ❖ Provide Science, Technology, Engineering, Arts, and Math (STEAM) opportunities ❖ Continue Gradual Release Framework to support: <ul style="list-style-type: none"> • Identifying critical content through explicit instruction, advanced organizers, storytelling, and modeling. • Processing content through differentiation, checking for understanding, collaborative processes, and questioning. • Deepening content through guided practice, independent practice, examining similarities and differences. ❖ Support lessons involving cognitively complex tasks through investigating, problem-solving, predicting, analyzing thinking, inquiry, and student-designed tasks. ❖ Use Response to Interventions (RTI) to assist beginning to developing learners. ❖ Conduct parent meetings and workshops to provide information and gain feedback on school progress ❖ Support students self-assessment, goal setting, and self-monitoring progress 	Formative/Summative assessments Collaborative planning Agendas Data reports Student work products Focus Walk Summaries Surveys Sign-in sheets Self-Assessment tool	<p>School Leaders Demonstrate: Support and monitoring of instructional practices and utilization of resources</p> <p>Teachers Demonstrate: Effective use of instructional practices and resources</p> <p>Students Demonstrate: Application of knowledge, increased Lexile levels, and improved performance on assessments</p> <p>Parents Demonstrate: Increased involvement and visibility in school setting</p>	Lesson plans Departmental minutes Agendas Focus Walks Sign-in sheets Informal/Formal assessments Self-Assessment Tool	<p>Funding: 95,000 for Title I Literacy Intervention teacher 15,000 for Leveled Literacy Intervention (LLI) kits 25,000 Title I for high interest and leveled text, classroom libraries 45,000 Title I for instructional resources</p> <p>Resources: Achieve 3000, LLI, LTSW Stride, Renaissance Place STAR/AR, Academic Coaches, Academic Dean, School District Instructional Specialists, RESA, Canvas, GSE Science & Social Studies Standards & Pedagogy shift, GA Collections, & Math textbook adoption</p>

Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Day	Professional Learning Day Focus	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Thursday, 8/3/17	Continue Gradual Release Framework to support Content Acquisition	Academic Dean, Academic Coaches, District Instructional Specialists, Title I for professional development 3,500	Academic Dean, Academic Coaches, District Instructional Specialists, and Teachers	Principal, Assistant Principal, Academic Dean, Academic Coaches, and Teacher Leaders	Observational data, surveys, local and state assessments, and CCRPI data
September 2017	SEL (Social Emotional Learning)	Academic Dean, Academic Coaches, Counselors, Title I for professional development 3,500	Academic Dean, Academic Coaches, and Counselors	Principal, Assistant Principal, Academic Dean, Academic Coaches, and Teacher Leaders	Observational data, surveys, SIS (Student Information System) data, and CCRPI data
Monday, 10/9/17	Practicing and Deepening Content	Academic Dean, Academic Coaches, District Instructional Specialists, Title I for professional development 3,500	Academic Dean, Academic Coaches, District Instructional Specialists, and Teachers	Principal, Assistant Principal, Academic Dean, Academic Coaches, and Teacher Leaders	Observational data, surveys, local and state assessments, and CCRPI data
November 2017	RTI (Response to Intervention)	Academic Dean, site-based LEA, Academic Coaches	Academic Dean, site-based LEA, and Academic Coaches	Principal, Assistant Principal, Academic Dean, Academic Coaches, and Teacher Leaders	Observational data, surveys, local and state assessments, and CCRPI data
Thursday, 1/4/18	Cognitively Complex Tasks	Academic Dean, Academic Coaches, District Instructional Specialists, Title I for professional development 3,500	Academic Dean, Academic Coaches, District Instructional Specialists, and Teachers	Principal, Assistant Principal, Academic Dean, Academic Coaches, and Teacher Leaders	Observational data, surveys, local and state assessments, and CCRPI data
Ongoing during 2017-2018 school year	Content Area Training	Academic Dean, Academic Coaches, District Instructional Specialists, and Teachers	Academic Dean, Academic Coaches, District Instructional Specialists, and Teacher Leaders	Principal, Assistant Principal, Academic Dean, Academic Coaches, and Teacher Leaders	Observational data, Lesson plans, surveys, local and state assessments, and CCRPI data

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>