

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

<b>NAME OF SCHOOL/PRINCIPAL:</b> Double Churches Elementary School/ Mrs. Paula Shaw-Powell
<b>NAME OF DISTRICT/SUPERINTENDENT:</b> Muscogee County School District / Dr. David F. Lewis
<input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Targeted Support School <input type="checkbox"/> Schoolwide Title I School <input type="checkbox"/> Targeted Assistance Title I School <input checked="" type="checkbox"/> Non-Title I School <input type="checkbox"/> 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
Paula Shaw-Powell	Principal	
Lorri Valentini	Asst. Principal	
Tyler Sarkis	PIE Ultimate Youth Sports	
Cynthia Vanacore	PTA President	
Cathlina Olmsted	2 <sup>nd</sup> Grade Teacher	
Melissa Davies	Pre-K Teacher	
Connie Combs	Paraprofessional	
April Gallahair	1 <sup>st</sup> grade Teacher	
Valerie Black	Kindergarten Teacher	
Eric Crouch	5 <sup>th</sup> Grade Teacher	
Nichole Baugh	3 <sup>rd</sup> Grade Teacher	
Julie Yerkes	Military Liaison	
Kimberly Scott	Media Specialist	
Ashley Scarlett	PIE Launch	
Jonathon Pfeiffer	PIE Launch	
Diane Norris	4 <sup>th</sup> Grade Teacher	
Sandra Montjoy	SPED Lead Teacher	
Lauren Hall	Counselor	
Paula Mitchell	2 <sup>nd</sup> Grade Teacher	

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Academic Needs are to increase rigor in ELA/Writing and raise Lexiles	Georgia Milestones (FY16, FY17) SGM, Formative Assessments, Renaissance Learning Assessments	Administrators Staff Parents Students	Meetings Newsletters Blackboard Connect Websites Infinite Campus
Increase student, parent, staff knowledge of PBIS expectations and rewards	Parent, Staff, Student Surveys (FY17)	Parents Students Administrators Staff	Take Home Folders Lesson Plans Meetings Infinite Campus Websites Morning and Afternoon Announcements

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

School Climate Goal: By May 2018, 100% of Staff will have implemented 4 of the 10 critical elements of PBIS practices as measured by Tiered Fidelity Inventory (TFI) and Walkthroughs.

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		
Instructional Standard 1 Professional Learning Standard 1 School Culture Standard 1, 4, 5	Staff All students Parents	Growth Mindset Study Training for Staff, Students, Parents on PBIS Expectations, Rewards Quarterly rewards for positive behavior in common areas of cafeteria, dismissal, and media center Training of social emotional learning and its impact on student learning	ODR Reports SWIS Infinite Campus Training agendas and sign ins BOQ end of year report	School Leaders Demonstrate: Understanding of growth mindset and its impact on student learning and behavior Teachers Demonstrate: Understanding of growth mindset and its impact on student learning and behavior Students Demonstrate: knowledge and expectations, rewards Parents Demonstrate: knowledge and understanding PBIS expectations, rewards	PBIS Team/Data Analysts monitor behavior data Teachers monitor student referrals PBIS Coach/Team Monitor lessons PBIS Team/Administrators monitor lesson artifacts	Mindset study \$0 Student Incentives \$1000 Funding Sources: Title IIA, QBE, Student Activity Funds, Grants, PTA

**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

**Instructional Goal: By May 2018, 100% of K-5 teachers will have implemented inquiry based strategies with fidelity.**

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		
PL Standard 1, 3 Instruction Standard 2, 4, 8 Curriculum Standard 2, 3	K-5 Teachers, Parents, K-5 Students	<p>Comprehension and Collaboration: Inquiry Circles for Curiosity, Engagement, and Understanding training emphasizing the workshop model</p> <p>Fountas &amp; Pinnell Literacy Guided Reading training emphasizing 12 Systems of Strategic Actions for Readers (Thinking About, Within, and Beyond the Text)</p> <p>Continue building a writing community Being a Writer Units, Reading Wonders, and Achieve 3000</p> <p>Continue Daily Grade Level Collaborative Planning</p> <p>Collaboration for Long-range Planning to develop Inquiry Lessons</p> <p>Use Achieve 3000 for continuous practice of test writing genre.</p> <p>Use Renaissance Learning products to encourage on level and beyond level reading of fiction and nonfiction texts</p> <p>Strategies include: think-pair-share, jigsaw, group/individual reflection on learning</p>	<p>Class Schedules</p> <p>Formative Assessments for Learning</p> <p>QBA, SGM, Benchmark Assessment System, Renaissance Learning Assessments</p> <p>Lesson Plans</p> <p>Student journals</p> <p>Conferring Notebooks</p> <p>Professional learning logs, agendas</p> <p>Parent Meeting logs, agendas</p>	<p>School Leaders Demonstrate: Understanding of inquiry instructional models</p> <p>Teachers Demonstrate: Understanding of inquiry models and the workshop model</p> <p>Students Demonstrate: the ability to read, write, listen, analyze critically communicate, collaborate, and research</p> <p>Parents Demonstrate: knowledge and understanding of the expectations and processes in reading, writing, thinking, and collaboration</p>	<p>Monitor master schedule</p> <p>Review of Lesson Plans, grade level meeting notes</p> <p>Administrators and teachers monitoring student performance on formative assessments</p> <p>Administrators classroom observations and walkthroughs</p> <p>Administrators and teachers monitoring conferring notebooks and student journals</p>	<p>Fountas and Pinnell Materials &amp; Training \$1500</p> <p>Comprehension and Collaboration Training Materials \$200</p> <p>Ren Learn Products \$9700</p> <p>Substitutes for Collaborative long range planning \$3000</p> <p>Writing training &amp; materials \$1000</p> <p>Achieve 3000 \$?</p> <p>Funding Sources: District Funds, QBE, Title IIA, Student Activity Funds, Grants, Local Donors, PTA Donations, PIE Fundraisers and Donations</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	Setting Up a Classroom for the Workshop Model and Inquiry-based Instruction	Comprehension & Collaboration training books (\$200) Fountas & Pinnell materials & training (\$1500)	Shaw-Powell/Principal, Dr. Tracey Dumas-Clark/F&P Trainer	Principal Asst. Principal Coach	TKES, Student journals, conferring notebooks, formative assessments, walkthroughs
Monday, 10/9/17	Measuring Progress with Inquiry and the Workshop Model	Comprehension & Collaboration training \$0 F&P Training \$0	Shaw/Powell/Principal, Dr. Tracey Dumas-Clark/F&P Trainer	Principal Asst. Principal Coach	TKES, Student journals, conferring notebooks, formative assessments, walkthroughs
Thursday, 1/4/18	Writing in the Testing Environment	\$0	District Professional Learning Personnel or State Trainer	Principal Asst. Principal Coach	TKES, Student journals, conferring notebooks, formative assessments, walkthroughs

**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%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.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>

**DOUBLE CHURCHES ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN 2017-18 SUMMARY**

**Needs Assessment:**

- Academic Needs are to increase rigor in ELA/Writing and raise Lexiles
- Increase student, parent, staff knowledge of PBIS expectations and rewards

**Root Causes:**

- PBIS expectations not effectively acknowledged or consistently rewarded
- Teachers need consistent and continuous training on instructional best practices to ensure rigor

**SMART Goal #1: By May 2018, 100% of staff will have implemented 4 of the 10 Critical Elements of PBIS Practices as measured by the Tiered Fidelity Inventory (TFI) and walkthroughs.**

- Growth Mindset Study
- Training for Staff, Students, Parents on PBIS Expectations, Rewards
- Quarterly rewards for positive behavior in common areas of cafeteria, dismissal, and media center
- Training on social emotional learning and its impact on student learning

**SMART Goal #2: By May 2018, 100% of K-5 teachers will have implemented inquiry based strategies with fidelity.**

- Comprehension and Collaboration: Inquiry Circles for Curiosity, Engagement, and Understanding training emphasizing the workshop model
- Fountas & Pinnell Literacy Guided Reading training emphasizing 12 Systems of Strategic Actions for Readers (Thinking About, Within, and Beyond the Text)
- Continue building a writing community Being a Writer Units, Reading Wonders, and Achieve 3000
- Continue Daily Grade Level Collaborative Planning
- Collaboration for Long-range Planning to develop Inquiry Lessons
- Use Achieve 3000 for continuous practice of test writing genre.
- Use Renaissance Learning products to encourage on level and beyond level reading of fiction and nonfiction texts
- Strategies include: think-pair-share, jigsaw, group/individual reflection on learning

**PROFESSIONAL LEARNING PLAN**

- August 3, 2017 - Setting Up a Classroom for the Workshop Model and Inquiry-based Instruction
- October 9, 2017 -- Measuring Progress with Inquiry and the Workshop Model
- January 4, 2018 -- Writing in the Testing Environment