



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

**NAME OF SCHOOL/PRINCIPAL:**

**Dr. Michael R. Forte**

**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.

Georgia Department of Education

October 1, 2015 • Page 1 of 16

#### SIGNATURES:

Principal \_\_\_\_\_ Date \_\_\_\_\_

Region Chief \_\_\_\_\_ Date \_\_\_\_\_

Exec. Dir. of Fed. Programs \_\_\_\_\_ Date \_\_\_\_\_

**Planning Committee Members (SWP 8, 16)**

Name	Position/Role	Signature
Dr. Michael Forte`	Principal	
Amanda Toelle	Teacher	
Melanie Gard	Teacher	
Shane Larkin	Teacher	
Polly Ann Propst	Teacher	
Susan Hernandez	Teacher	

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

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Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Mental Health of Students	2016 - 2017 Universal Screener Results	Principal, PBIS team, Teachers	School Website, Email, Parent Conferences, Connect-ED, Remind, Open House, Local School Council Meetings, Student-Parent Handbook

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Strengthen essential math skills	2016 2017 GMAS scores, students classroom performance, and teacher observation and reflection	Principal. Teachers, Math Department Chair	School Website, Email, Parent Conferences, Connect-ED, Remind, Open House, Local School Council Meetings, Student-Parent Handbook
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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

**School Climate Goal:** **100% of Teachers at Early College Academy will teach the Social Emotion Learning (SEL) curriculum by May, 2018 as measured by lesson plans, school schedules, and student work.**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)  <b>(SWP 9)</b>	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		

<p><b>School Culture Standard 1:</b> Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</p> <p><b>School Culture Standard 2:</b> Establishes a culture of trust and respect that promotes positive interactions and a sense of community</p> <p><b>School Culture Standard 5:</b> Recognizes and celebrates achievements</p>	<p>All Students, Teachers, Parents</p>	<p><b>Continue to implement PBIS Framework</b></p> <ul style="list-style-type: none"> <li>• Implement Second Step Social Emotional Learning (SEL) Curriculum</li> <li>• Collaborate and strengthen partnerships with institutions of higher learning to address the SEL needs of students which leads to setting achievable goals, making positive relationships, and making responsible decisions</li> <li>• Use school-wide matrix to teach students the appropriate behavior in identified problem locations.</li> <li>• Meet monthly as PBIS</li> </ul>	<p>SWIS Data Reports</p> <p>Infinite Campus Attendance Reports</p> <p>Universal Screener Results</p> <p>Sign In Sheets from PBIS meetings</p> <p>PBIS Behavior Matrix</p> <p>PBIS Implementation Plan</p> <p>Teachers will monitor the students assigned to</p>	<p><b>School Leaders Demonstrate:</b></p> <p>Establishing a Vision</p> <p>Intensive Support</p> <p>Fostering communication and collaboration</p> <p>Use of appropriate materials needed to conduct advisement lessons, classroom guidance lessons, and small group lessons</p> <p><b>Teachers Demonstrate:</b></p> <p>Appropriate behavior to all students.</p>	<p><b>PBIS Team-</b> Monitor implementation of PBIS plan</p> <p><b>Teachers-</b> Ensure students are utilizing SEL strategies.</p> <p>Observe students to ensure they are complying with the PBIS Behavior Matrix and administer rewards</p> <p>Follow-up with students who participated in CICO.</p> <p><b>Administration/Guidance-</b> Monitor implementation of SEL Curriculum during ILT</p> <p>Follow-up with students</p>	<p>Project Aware SEL Curriculum</p> <p>Mental Health Intervention Specialists from Title I</p> <p>DVDs, Literature, Books, Pamphlets</p> <p>Parent Engagement Meetings (Parent Liaison – Title I - \$30,000)</p> <p>Transportation to and from Mental Health appointments/meetings</p> <p>Professional</p>
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<p>and accomplishments of students and staff.</p>		<p>data team</p> <ul style="list-style-type: none"> <li>Start a “check-in/check-out” (CICO) system as a proactive step to identify issues that impede academic success</li> <li>Seek outside mental health assistance for ECAC students</li> </ul>	<p>them in the CICO program</p> <p>Principal and Counselor will monitor number of students enrolled in program</p>	<p>Researched based intervention strategies to deter academic success</p> <p>Monitor student progress and make data-driven decisions and refer students to guidance as needed</p> <p><b>Students Demonstrate:</b> Respect of self, others, and property</p> <p>Responsible behavior</p> <p>Leadership and the ability to follow classroom</p>	<p>who participated in CICO.</p> <p>Maintain Parent Communication</p> <p>Follow up with students who participated in Small group</p>	<p>Development for the teachers on Mental Health</p> <p>Contracted Services for Students to Address the Social Emotional Learning Needs of Students - \$2,500-Title I</p> <p>Therapeutic Field Trips</p> <p>UGA Conference – Forming Sustainable School District and University/College Partnerships – Registration: \$175 Travel: \$400</p>
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				<p>and school rules and procedures.</p> <p>Appropriate strategies/techniques to eliminate stress and self-sooth in order to cope with school and home stresses</p> <p><b>Parents Demonstrate:</b> An understanding of expectations and requirements of their child's behavior at school</p> <p>Attendance at 50% of PTSA and/or Title I Meetings</p> <p>Involvement by</p>		<p>(Title I)</p> <p>National Youth at Risk Conference – Registration - \$1,000 Travel - \$2,000 (Title I)</p>
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				<p>monitoring their child's academics, attendance, and behavior through Infinite Campus, joining Remind, Email, Parent/Teacher Conferences, Phone Calls, Texts</p> <p><b>Counselor/Mental Health Specialist Demonstrate:</b></p> <p>Identify, Counsel, Refer students to mental health assistance/ community support resources</p>		
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Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies <i>Include description of SWP 2, 7, 9, 10)</i>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		



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

(SWP 2, 7, 9, 10)

**Instructional Goal:** By May 2018, 100% of teachers will have consistently integrated collaborative processes in instructional practices and trained students on the use of these processes in their learning.

<p><b>Curriculum Standard 3:</b> Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor</p>	<p>All students and teachers</p>	<p>Perform teacher-made diagnostic assessments to assist in student grouping</p> <p>Group students according to skill level</p> <p>Utilize Gradual Release Instructional Framework</p> <p>Organizing students to interact with new knowledge, chunking content into digestible bites, group processing of new information, and reflecting on learning</p> <p>Data Teams to monitor curriculum implementation and student work to revise as needed based on data analysis</p>	<p>Observations/ walkthrough data</p> <p>Student work</p> <p>Teacher Lesson plans</p> <p>Test results (POST unit assessments)</p> <p>Common Planning and sign-in sheets</p>	<p><b>School Leaders Demonstrate:</b> Ensure teachers are planning and allotting time to meet and engage in common planning</p> <p>Conduct ILT focus walks throughout the school year</p> <p>Help develop a school culture that fosters student buy-in of ILT as an Increased Learning Time</p> <p><b>Teachers Demonstrate:</b> Giving students feedback through teacher</p>	<p><b>Administration</b> – walk-throughs, common planning</p> <p><b>Teachers</b> – Formative assessments and student work, data teams, common planning, parent conferences, student conferences</p> <p><b>Parents</b> – workshops (facilitated by parent liaison) , parent/ teacher conferences</p>	<p>Academic Coach – Title I</p> <p>Part-Time Intervention Teacher for Mathematics- \$30,000 – Title I</p> <p>USA Test Prep Licenses - \$2,200 – Title I</p> <p>Houghton Mifflin Harcourt (SRC/SRI) - \$2,200 – Title I</p> <p>Instructional supplies to support and enhance the curriculum such as manipulatives (algebra tiles and</p>
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<p>learning and inform instruction</p> <p><b>Assessment Standard 4:</b> Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p><b>Instruction Standard 4:</b> Uses research based instructional practices that positively impact student learning</p> <p><b>Instruction</b></p>		<p>Use Math Academic Coach to help design lessons to teach the four essential math skills</p>		<p>commentary</p> <p>Knowledge of the data team process through analysis of student work and assessments</p> <p>Construction of common assessment quiz questions</p> <p>Monitoring of student progress with monitoring tools (USA Test Prep)</p> <p>Collaboration within content areas with common planning documentation</p>		<p>science equipment) and supplemental workbooks - \$10,000 – Title I (EDMAT, Lakeshore Learning, and Flinn Scientific)</p> <p>Refreshments for Parent Workshops – Title I - \$100</p>
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<p><b>Standard 9:</b> Provides timely, systematic, data-driven interventions</p>				<p>(minutes)</p> <p><b>Students Demonstrate:</b> Demonstrate mastery of essential math skills as measured by the common quiz assessments</p> <p>Clarity and summarization of what they have learned using accountable talk processes</p> <p>Self-assessment/monitoring of comprehension and processes</p> <p><b>Parents Demonstrate:</b> Assistance with</p>		
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				homework and organizational practices  Academic support and encouragement for students  Attendance at school workshops and conferences provided by the school/district		
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**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	Gradual Release – Collaborative Groups and Accountable Talk – Chunking content in digestible bites	No Cost “Better Learning Through Structured Teaching” By: Fisher & Frey – Framework provided by MCSD	Dr. Michael Forte and Melanie Gard	Administration/ Teacher	Lesson plans, student work, planning agendas and minutes, data teams analysis, formative assessment results, student self-assessment/monitoring tools
Monday, 10/9/17	Cause and Effect	No Cost Frameworks are provided by MCSD	Professional Management Office	Professional Management Office of MCSD	Lesson plans, student work, planning agendas and minutes, data teams analysis, formative assessment results, student self-assessment/monitoring tools

Thursday, 1/4/18	Assessment and Data	Data Manual	Shane Larkin and Melanie Gard	Shane Larkin and Melanie Gard	Lesson plans, student work, planning agendas and minutes, data teams analysis, formative assessment results, student self-assessment/monitoring tools
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**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-ImprovementServices/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>

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

Mathematics: <https://www.engageny.org/>; <https://www.ck12.org>

