



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

NAME OF SCHOOL/PRINCIPAL:

J.D. Davis Elementary School/Aetavia Williams

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
Aetavia Williams	Principal	
Jessie Warren	Assistant Principal	
Ben Travers	Academic Coach	
Crystal Townsend	Kindergarten Teacher	
Mary Moreland	First Grade Teacher	
Cynthia Hymon	Second Grade Teacher	
Christie Griffin	Third Grade Teacher	
Mimi Reese	Third Grade Teacher	
Alicia Nichols	Fourth Grade Teacher	
Willie Wade	Fifth Grade Teacher	
Tameka Blythers	Fifth Grade Teacher	
Leslie Parks	Counselor	
Latonya Walton	Special Education Teacher	
Amber Hart	Special Education Teacher	
Wynona Sanders	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
<p>Students need intense remediation, intervention, and direction instruction in the areas of reading, writing, and vocabulary across all content areas via the gradual release framework.</p> <p>Students lack strategies for solving words, maintaining fluency, monitoring for understanding, searching for and using information, summarizing as they read, adjusting, making connections, inferring, predicting, synthesizing, critiquing, and reading closely (the 12 strategic actions that the brain must engage in as we read text). As a result, students have difficulty engaging in high, complex and challenging text in all content areas.</p> <p>Students are entering the current school year 2 or more years behind in literacy (based off Lexile scores).</p>	<ul style="list-style-type: none"> • GMAS • SGMS • DRA/BAS • Achieve 3000 • Smarty Ants • Stride Academy (FLP) 	<ul style="list-style-type: none"> • Administration • Academic Coach • Literacy Coach • Teachers • Counselor • SPED Teachers • Paraprofessionals • Parent Liaison • Local School Council 	<ul style="list-style-type: none"> • Connect Ed • Newsletters • Open House • PTA Meetings • Home School Agendas • Title I Parent Meetings • Parent/Teacher Conferences and Contact Logs • Quarterly Student Celebrations

<p>Students lack strategies for communicating and managing their thoughts and emotions.</p> <p>According to SWIS Data from the 2016-2017 school year, Davis had:</p> <p>432 ODRs</p> <p>76 OSS</p>	<ul style="list-style-type: none"> • CCRPI Star Rating • Stakeholder Surveys • SWIS Discipline Data • Infinite Campus Behavior Management System • PBIS Product Notebook 	<ul style="list-style-type: none"> • Administration • Academic Coach • Literacy Coach • Teachers • Counselor • SPED Teachers • Paraprofessionals • Parent Liaison • Local School Council 	<ul style="list-style-type: none"> • Connect Ed • Newsletters • Open House • PTA Meetings • Home School Agendas • Title I Parent Meetings • Parent/Teacher Conferences and Contact Logs • PBIS Parent Brochure
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SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

School Climate Goal: By April 2018, 100% of K-5 teachers will be trained on Social Emotional Learning (Second Steps) with 85% effective implementation.

CCRPI Climate Stars – Surveys, Student Discipline, and Safe Learning Environment

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		
<p>School Culture Standard 4: Supports the personal growth and development of students.</p> <p>School Culture Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff.</p> <p>Family and Community Engagement Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders.</p> <p>Leadership Standard 6: Establishes and supports a data-driven school leadership team that is focused on student learning</p>	All	<p>Implement the Second Steps program daily</p> <p>Morning Meetings – students will gather in the meeting area to talk with each other. If there are any problems to solve, they will be addressed together.</p> <p>Students will set and monitor quarterly behavior goals via their data notebook</p> <p>Quarterly student-led conferences where students will discuss with their parents academic and behavior goals/progress/accomplishments</p> <p>Establish and roll-out sound rituals and routines the first 20 days of school by teaching, modeling, and monitoring respectful behaviors</p> <p>Develop and implement a progressive school-wide behavior plan that focuses heavily on building relationships and conflict resolution</p> <p>Grade level hosted meet and greet night (open house) to review with parents and students school-wide and classroom expectations</p> <p>Daily hands-on, minds-on engaging lessons that are rigorous and provide opportunities for collaboration</p> <p>During weekly common grade level meetings, teachers will monitor, discuss, and come up with an action plan for improvement for students with behavioral, social, and/or emotional concerns</p> <p>Provide professional development in classroom management and PBIS framework</p> <p>Build a classroom community (climate) of acceptance; one that is welcoming/inviting, organized, shows what is valued, embraces empathy and kindness, and provides choice</p> <p>Conduct parent workshops throughout the school year</p>	<p>SWIS Data</p> <p>Infinite Campus</p> <p>PBIS Product Book</p> <p>PD Sign-In sheets</p> <p>Weekly Common Grade Level Minutes</p> <p>Signature Sheets</p> <p>Student Goal-Setting Data</p> <p>Lesson Plans</p> <p>Focus Walks</p> <p>Data Notebooks</p>	<p>School Leaders demonstrate: Knowledge of the discipline data trends; appropriate responses to discipline concerns</p> <p>Teachers demonstrate: Positive relationships with students and staff; A safe-inviting environment</p> <p>Students demonstrate: Respect for themselves, one another and all adults</p> <p>Parents Demonstrate: Support and reinforce the PBIS and SEL expectations</p>	<p>Focus walks</p> <p>TKES evaluations</p> <p>ODR data</p> <p>Weekly A-Team Meetings to discuss and analyze data to develop next steps for improvement</p> <p>Schedules with Second Steps included</p> <p>BOQ/End of Year PBIS Report</p> <p>GADOE Discipline Data</p> <p>Quarterly OSS Reports</p>	<p>SEL KIT \$400/teacher kit</p> <p>PBIS Store \$1,000</p> <p>Consultant \$2,500</p>

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

(SWP 2, 7, 9, 10)

Instructional Goal: By April 2018, 100% of teachers at J.D. Davis will implement guided instructional lessons through the gradual release framework.

CCRPI #1, #7, #8, Progress Points, and Achievement Gap

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		
<p>CS1: Uses systematic collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction. CS3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed. AS2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction. AS3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices. AS4: Implements a process to collaboratively analyze assessment results to adjust instruction. AS5: Implements grading practices that provide an accurate indication of student progress on the required standards. IS5: Differentiates instruction to meet specific learning needs of students. IS7: Provides feedback to students on their performance on the standards or learning targets. IS9: Provides timely, systematic, data-driven interventions. School Culture Standard 4: Supports the personal growth and development of students. School Culture Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff. Family and Community Engagement Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders. Leadership Standard 6: Establishes and supports a data-driven school leadership team that is focused on student learning supports a data-driven school leadership team that is focused on student learning.</p>	All	<p>Each week during common planning and through embedded professional development, Academic Coaches will deliver/model evidence based strategies that positively impact student learning during the gradual release framework (reading and responding to complex text, phonics instruction, collaborative discussions, building vocabulary, using graphic organizers, questioning techniques)</p> <p>Incorporate guided reading/writing/math into daily lessons Instruction will be delivered via the Gradual Release Model</p> <p>Each day, teachers will provide students with a context rich environment where literacy experiences (12 Strategic Strategies) are connected to all areas of study and where students are involved in station teaching.</p> <p>Teachers will develop and use a pre/mid/post assessment to tier students, progress/monitor instructional strategies, and action plan for improvement</p> <p>Teachers will implement a system of constant review, tracking, and monitoring (see attachment)</p> <p>A data wall will be created to provide visual reminders of the status of each student, to monitor change over time, determine students who need intervention/extra support, and to inform instruction</p> <p>Smarty-Ants and Achieve 3000 will be utilized and monitored to develop growth of phonics, comprehension, vocabulary, reading, writing, and problem solving skills</p> <p>Teachers will provide weekly opportunities for students to write constructive and extended responses in all content areas, as well as to compare/contrast two texts and produce a response. Writing samples will be analyzed and discussed at weekly data team meetings.</p> <p>Teachers will select/post monthly exemplary writing pieces from all content areas (Spotlight on Writing)</p> <p>Students will set quarterly goals via their data notebooks</p>	<p>Sign-in sheets</p> <p>BAS/DRA</p> <p>Guided Reading anecdotal notes</p> <p>Writing and Math Journals</p> <p>Monthly writing samples</p> <p>Lesson Plans</p> <p>Achieve 3000 reports</p> <p>Smarty-Ants Levels</p> <p>Data Wall</p> <p>Data Notebooks</p>	<p>School Leaders Demonstrate: Knowledge of student achievement data by conducting focus walks and attending data team meetings</p> <p>Teachers Demonstrate: Implementation of evidence-based strategies throughout the gradual release framework and analyze data during weekly data team meetings</p> <p>Students Demonstrate: Application of skills, strategies and processes and progression towards increased fluency, vocabulary, and comprehension</p> <p>Parents Demonstrate: Involvement through teacher/student/parent conferences, notes/contact logs, agenda books, attendance at school events, and sign-in sheets</p>	<p>Focus Walks</p> <p>Learning Walks</p> <p>Weekly Data Team and Common Grade Level Meetings</p> <p>TKES</p> <p>Lexile Levels</p> <p>Pre/Mid/Post, BAS/DRA Assessments</p>	<p>Consultants \$5000</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
<p>Thursday, 8/3/17</p> <p>Marzano’s Strategies:</p> <p>B3 Helping students practice skills, strategies, and process through guided and independent practices</p>	<p>Establishing a Community of Expectations: Effective Evidence-Based Instructional Strategies that will be used to facilitate student learning across all content areas.</p> <p>Rationale: It is through the skills of reading, writing, speaking, listening, viewing, and presenting that students acquire and retain content-specific abilities.</p> <p><u>Professional Learning Objectives:</u> Upon the completion of this professional learning experience, participants will be able to apply the theories, practices and principles to:</p> <ul style="list-style-type: none"> -Use rituals and routines to establish a literacy rich environment during core content instruction -Devise an action plan to improve instruction through evidence based strategies and the use of formative assessments -Effectively use questioning to keep learners engaged, assess understanding, deepen thinking, and focus attention <p>SEL Training – How to implement the program 8/4/17 8am – 10am</p>	<p>Estimated Cost: \$1000 – Consultant (Starr Brown) \$400/teacher – SEL Kit</p> <p>Funding Source: Title I and Project Aware</p> <p>Resources: In-house training delivered by consultant, academic coaches, Project Aware Representative, and Teaching and Learning Content Specialist. The resources used will be the Smart Board and the SEL Kit.</p>	<ul style="list-style-type: none"> • Administration • Academic Coaches • Consultant • Counselor • PBIS Team 	<ul style="list-style-type: none"> • School leaders will conduct focus walks and provide feedback • Teachers will collect and analyze data • Academic Coaches will provide training/follow-up segments via grade level meetings and faculty meetings 	<ul style="list-style-type: none"> • Focus and Learning Walks notes/feedback • Collaborative Structures • Guided groups • Journals • Student Data Notebooks • Anecdotal Notes • Formative/Summative Assessment Data • SWIS Report • Office Referrals

<p>Monday, 10/9/17</p> <p>Marzano's Strategies:</p> <p>A4 Helping students process content</p> <p>A5 Helping students elaborate on content</p> <p>B3 Helping students practice skills, strategies, and process through guided and independent practices</p>	<p>Going Deeper:: Understanding Literacy as a Complex Process</p> <p>Rationale: There a thousands of simultaneous actions that the brain engages in while reading To become a proficient reader, students must be exposed to text that gradually increase in complexity and provide skills and supportive teaching.</p> <p><u>Professional Learning Objectives:</u> Upon the completion of this professional learning experience, participants will be able to apply the theories, practices and principles of Fountas & Pinnell to:</p> <ul style="list-style-type: none"> · Define reading as a meaningful process driven by the integration of multiple metacognitive processes occurring simultaneously in the mind of the reader · Classify and describe the 12 Systems of Strategic Action for thinking within, about, and beyond the text -Apply the 12 Systems of Strategic Action to all literacy components (reading, writing, and communication); · Examine the organizational structure of Fountas & Pinnell's Literacy Continuum; and · Explore embedding the 12 Systems of Strategic action and literacy components across multiple disciplines. <p>Continued SEL (Second Steps) Training 1pm – 3pm</p>	<p>Estimated Cost: \$1000 – Consultant Tracy Dumas Clark</p> <p>Funding Source: Title I and Project Aware</p> <p>Resources: In-house training delivered by consultant, academic coaches and Project Aware Representative. The resources used will be the Smart Board, Fountas and Pinnell Guided Reading Book and Literacy Continuum, and the SEL Kit.</p>	<ul style="list-style-type: none"> • Administration • Academic Coaches • Consultant 	<ul style="list-style-type: none"> • School leaders will conduct focus walks and provide feedback • Teachers will collect and analyze data • Academic Coaches will provide training/follow-up segments via grade level meetings and faculty meetings 	<ul style="list-style-type: none"> • Focus and Learning Walks notes/feedback • Collaborative Structures • Guided groups • Journals • Student Data Notebooks • Anecdotal Notes • Formative/Summative Assessment Data • SWIS Report • Office Referrals
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<p>Thursday, 1/4/18</p> <p>Marzano's Strategies:</p> <p>B3 Helping students practice skills, strategies, and process through guided and independent practices</p>	<p>Making Connections: Practical Strategies for Raising Achievement through purposeful engagement strategies that expand students' cognitive capacity, increase motivation and effort, and build deep, enduring understanding of content</p> <p>Rationale: Engagement is a vital achievement factor. The correlation between student engagement and achievement is consistently strong and significant.</p> <p><u>Professional Learning Objectives:</u> Upon the completion of this professional learning experience, participants will be able to apply the theories, practices and principles to:</p> <ul style="list-style-type: none"> -Build self-efficacy in students -Empower students to take ownership of their learning -Expand students' cognitive capacity, increase motivation and effort, and build deep, enduring understanding of content <p>Continued SEL (Second Steps) Training 1pm – 3pm</p>	<p>Estimated Cost: \$200</p> <p>Funding Source: Title II-A</p> <p>Resources: In-house training delivered by administration and academic coaches. The resources used will be the book <i>Engaging Students with Poverty in Mind</i> by Eric Jensen.</p>	<ul style="list-style-type: none"> • Administration • Academic Coaches • Leadership Team 	<ul style="list-style-type: none"> • School leaders will conduct focus walks and provide feedback • Teachers will collect and analyze data • Academic Coaches will provide training/follow-up segments via grade level meetings and faculty meetings 	<ul style="list-style-type: none"> • Focus and Learning Walks notes/feedback • Collaborative Structures • Guided groups • Journals • Student Data Notebooks • Anecdotal Notes • Formative/Summative Assessment Data • SWIS Report • Office Referrals
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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-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>