



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

NAME OF SCHOOL/PRINCIPAL:

Jordan Vocational High School/Amy Wohler

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

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>Office discipline referrals continue to be at an all-time high. There is a lack of uniformity in discipline procedures among teachers. Students do not have an understanding of the way they are expected to behave when they are at Jordan High School.</p>	<p>Infinite Campus Discipline Reports TKES</p>	<p>Administration, Academic Coaches, Leadership Team</p>	<p>District Personnel – July 11, 2017 Faculty – August 3, 2017 Parents – September 2017 Open House Students – Week of August 8, 2017</p>
<p>There is a need to deepen the learning of students and create rigor in the classroom in the setting of a standards-based classroom.</p>	<p>The Georgia School Assessment on Performance Standards May 2017</p>	<p>Administration, Academic Coaches, Leadership Team</p>	<p>District Personnel – July 11, 2017 Faculty – August 3, 2017 Parents – September 2017 Open House Students – Week of August 8, 2017</p>

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

(SWP 2, 7, 9, 10)

School Climate Goal: By May 2018, 100% of faculty and staff at Jordan High School will consistently implement school-wide policies and procedures regarding student behavior and code of conduct, while instilling in students the values established in *The Profile of a Jordan Graduate*.

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		
School Culture Standards 2, 3, 4	All students, teachers, and parents	<p>Lessons focusing on the Jordan Graduate Profile will be created by the academic coaches and presented by teachers during homeroom and increased-learning time in order for the students to understand the school vision, mission and beliefs, as well as the attributes that will produce a productive adult upon graduation from high school.</p> <p>Students will complete a self-evaluation based on the Jordan profile in August, January, and May in order to track their progress.</p> <p>A wallet version of the Jordan profile will be created for students.</p> <p>The Jordan profile will be referenced every day during the announcements with an emphasis on varying themes.</p> <p>The leadership team will define clear rules and procedures that support learning for all students; all adults will communicate, implement, and monitor these expectations.</p> <p>A common classroom observation rubric will be implemented by academic coaches and building administrators to document student behaviors and</p>	Learning plans, student self-evaluations, copy of wallet version of graduate profile, copy of school-wide rules and procedures (student handbook), discipline data from Infinite Campus, data from common classroom observation rubric, TKES data, referral form, parent contact logs	<p>School Leaders Demonstrate: School leaders will monitor discipline data and work with teachers to improve the application of the school-wide discipline plan and document it in TKES. A common classroom observation rubric will be developed and implemented. The Leadership Team will work together to create a school-wide set of rules and procedures. They will create lessons that incorporate the values expressed in the Jordan graduate profile.</p> <p>Teachers Demonstrate: Teachers will implement the school-wide discipline plan. They will make it a practice to contact parents for assistance with students, as well as to affirm appropriate student behavior. Throughout the year, teachers will make the graduate profile part of the routine conversation of the classroom.</p> <p>Students Demonstrate:</p>	<p>Academic Coaches and building administrators will conduct focus walks during homeroom and increased-learning time to observe the lessons involving the Jordan graduate profile.</p> <p>The student self-evaluations will be collected and saved by teachers in order for students to compare them with future ones to track progress.</p> <p>Morning announcements will be monitored to affirm that they contain material about the Jordan graduate profile.</p> <p>Academic Coaches and building administrators will</p>	\$100 Title I

		<p>teacher interventions or redirection of students as needed.</p> <p>The administration will track discipline data and share with faculty and staff each nine weeks.</p> <p>Evaluators will document implementation of policies/procedures by teachers in the Teacher Keys Evaluation System.</p> <p>A universal classroom discipline referral form will be created for level one office referrals.</p> <p>A parent contact log will be used by teachers and printed by the administrators for each grading period and discussed with teachers.</p>		<p>Students will demonstrate the traits that are in the Jordan graduate profile. Students will abide by the rules and routines as set forth in the school-wide discipline plane.</p> <p>Parents Demonstrate: Parents will work with teachers to help students understand the policies and procedures of the school. Parents will encourage students to display the traits of the Jordan graduate profile.</p>	<p>conduct focus walks of all classrooms to observe and document student behaviors and teacher intervention or redirection if necessary. Data will be documented on a common observation rubric.</p> <p>Office referrals will be monitored to affirm that teachers are following the proper protocol before referring students to the office.</p> <p>Discipline data will be tracked per teacher in Infinite Campus.</p> <p>Data will be taken from TKES to document the number of teachers scoring proficient or above for performance standard – Positive Learning Environment.</p> <p>Contact logs will be printed and retained for each grading period.</p>	
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SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Instructional Goal: 100% of teachers will utilize high-level questioning techniques through effective implementation of standards-based planning and instructional practices by May 2018.

(SWP 2, 7, 9, 10)

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><i>Assessment Standards</i> 2, 4</p> <p><i>Instruction Standards</i> 4, 5, 7, 8, 9</p> <p><i>Curriculum Standards</i> 1</p>	All students, all teachers	<p>Teachers will configure their whiteboards to display basic standards-based information including essential questions for unit.</p> <p>Teachers will be provided resources for question stems across the depth-of-knowledge continuum.</p> <p>Teachers will be given feedback about the types of questions they are using in lessons.</p> <p>Teachers will utilize a vocabulary display in order to increase knowledge needed for the use of effective questioning.</p> <p>Teachers will create formative assessments that contain the higher depth-of-knowledge questions which are more closely aligned to the rigor of the summative assessments.</p> <p>A common classroom observation rubric will be implemented to document the levels of questioning, board configuration, and vocabulary display.</p>	<p>Pictures of whiteboard configurations , pictures of vocabulary displays, learning plans with feedback, focus walks, feedback from focus walks, data from common classroom observation rubric, formative and summative assessments, copies of teacher resources</p>	<p>School Leaders Demonstrate: School leaders will conduct focus walks and collect and comment on learning plans. A common classroom observation rubric will be developed and implemented. They will give encouragement to teachers as they make progress.</p> <p>Teachers Demonstrate: Teachers will use the resources provided to write effective questions to use during class. They will utilize effective vocabulary instruction and configure their whiteboards to reflect a standards-based classroom.</p> <p>Students Demonstrate:</p>	<p>The academic coaches and building administrators will conduct focus walks in order to observe the levels of questioning taking place in the classroom, board configuration, and vocabulary display. Data will be documented on a common observation rubric.</p> <p>Learning plans will be monitored by academic coaches in order to analyze the types of questions being asked in the lesson by the teacher.</p> <p>Academic coaches will attend meetings in which teachers plan formative and summative assessments. With teachers, they will compare the questions from formative assessments with the questions from summative assessments.</p>	\$500 Title I \$18,750 SIG

				<p>Students will respond to the effective questions with deeper thinking. They will use academic vocabulary in order to respond more analytically to teacher questions.</p> <p>Parents Demonstrate: Parents will recognize that their students are using higher-order thinking and vocabulary and encourage and affirm their efforts.</p>		
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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	AM: Teachers will participate in Literacy Training, focusing on Close Reading strategies, The Graduate Profile, and levels of questioning. PM: There will be introductory, rotating breakout sessions. Topics will include Growth Mindset, school-wide discipline procedures, standards-based classroom, SIP, TKES, review of Infinite Campus to include contact logs.	\$0	Administration, Leadership Team, Academic Coaches	Administrators will conduct classroom observations and review contact logs and discipline data. Academic coaches will conduct focus walks and classroom observations and will review learning plans.	<ul style="list-style-type: none"> • Artifacts: Sign-in sheets, learning plans, discipline data, pictures of board configurations, observation data • Evidence: decrease in referral rate, increase in parental contacts, and increase in rigor due to use of effective questions • Classroom observation data – number of teachers implementing literacy (close reading strategies) and questioning techniques

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
Monday, 10/9/17	Teachers will participate in training focused on higher level questioning strategies as related to planning rigorous lessons and assessments. Teachers will leave the training with an authentic product that they will be able to implement in their individual classrooms.	\$3750 SIG funded	Administration, Academic coaches, ICLE	Administrators and academic coaches will conduct focus walks and classroom observations using a rubric specifically designed to document types of questions asked (DOK levels) and literacy strategies used. Learning plans will be monitored by administration and academic coaches.	Artifacts: Classroom observation data – number of teachers implementing literacy and questioning techniques Evidence: increase in student engagement based on observation data

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, 1/4/18	<p>Teachers will participate in training focused on creating engaging performance assessments. This training builds on the questioning techniques addressed in the first two PL trainings. Higher level questions will be written for formative assessments to better correspond to summative assessments, including GMAS exams. Teachers will leave the training with an authentic product that they will be able to</p>	<p>\$3750 SIG funded</p>	<p>Administration, Academic coaches, ICLE</p>	<p>Administrators and academic coaches will conduct focus walks and classroom observations using a rubric specifically designed to document types of questions asked (DOK levels) and literacy strategies used. Learning plans will be monitored by administration and academic coaches.</p>	<p>Artifacts: Classroom observation data – number of teachers implementing literacy and questioning techniques Evidence: increase in student engagement based on observation data.</p>

	implement in their individual classrooms.				
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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>

Georgia School Assessment on Performance Standards Report (April 2017)