

MUSCOGEE COUNTY SCHOOL DISTRICT

SCHOOL IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

School:	Kendrick High School
Principal:	Dr. Alonzo James
District:	Muscogee County School District
Superintendent:	Dr. David F. Lewis

Schoolwide Title I School:	X	Non-Title I School:	
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Signatures

Principal:	_____	DATE
Region Chief:	_____	DATE
Executive Director of Federal Programs:	_____	DATE

Planning Committee Members (SWP 8, 16)

NAME	POSITION/ROLE	SIGNATURE
Alonzo James	Principal	
Danya Albright	Assistant Principal	
Michael Davis	Assistant Principal	
Sonja Lewis	Academic Dean	
Fredrick Weldon	Secondary Dean	
Jimmi Johnson	Guidance Director	
Patsy Gray	Academic Coach	
Catrina Smith	Academic Coach	
Michael Peek	SWD Local Education Agency Facilitator	
Carlotta Cutliff	Media Specialist/PBIS Coach	
Harold Hines	Math Teacher	
Collins Jones	Health and Physical Education Teacher	
Akear Mewborn	English Language Arts Teacher	
Angela Moore	Health Science Technology Teacher	

Lisa Spivey	SPED Teacher	
Latanchila Crawford	Paraprofessional	
Clark, Leila	Parent Representative	
Angela Landon	Family Services Coordinator	

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

PRIORITIZED NEEDS	DATA SOURCE	PARTICIPANTS INVOLVED	COMMUNICATION TO PARENTS/STAKEHOLDERS
<p>Improving school-wide relationships, rituals, and routines.</p>	<p>School Office Disciple Referrals (ODR), (FY 15, 16, 17) Teacher Attendance, (FY 15, 16, 17) State-Wide Informational System (SWIS) Data Statewide Longitudinal Data Systems (SLDS), (FY 15, 16, 17) School-wide Climate Survey, (FY 15, 16, 17) End of Course (EOC), (FY 15, 16,17) End of Grade (EOG), (FY 15, 16, 17) Report Card Data, (FY 15, 16, 17)</p>	<p>Central Office Administrators Teachers Parents Students</p>	<p>Newsletter Website Meetings Connect Ed</p>
<p>Effective monitoring of quality of instruction across the curriculum and to include research based content and school-wide literacy strategies</p>	<p>End of Course (EOC), (FY 15, 16, 17) End of Grade (EOG), (FY 15, 16, 17) GMS Data Summary Report, (FY 15, 16, 17) Statewide Longitudinal Data Systems (SLDS), (FY 15, 16, 17) Scholastic Reading Inventory (SRI) Reports Focus Walks Report Card Data, (FY 15, 16, 17) GMS Individual Student Report (ISR), (FY 15, 16, 17) Teacher Keys Effectiveness System (TKES), (FY 15, 16, 17) CCRPI Report, (FY 15, 16, 17)</p>	<p>Central Office Administrators Teachers Parents Students</p>	<p>Newsletter Website Meetings Connect Ed</p>

SMART GOAL #1 - School Climate Goal (SWP 2, 7, 9, 10)

(Specific, Measurable, Attainable, Relevant, & Time-Bound)

<p>Goal: By May 2018, 80% of the staff will be trained and effectively using established classroom rules/routines and PBIS as a discipline framework.</p>						
GSPS*	Group Impacted	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source &/or Resources
			Artifacts	Evidence		
<p>Curriculum 1, 2, 3</p> <p>Assessment 1, 2, 3, 4</p> <p>Instruction 2, 3, 4, 5, 7</p> <p>Professional Learning 1, 2, 4, 6</p> <p>Leadership 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Planning and Organization 1, 2, 3, 5</p> <p>Family Engagement 1, 2, 3, 4, 5</p> <p>School Climate 1, 2, 5</p>	<p>All students</p> <p>Teachers (all subject areas)</p> <p>Parents</p>	<ul style="list-style-type: none"> Hold a PBIS team meeting every month to look at data that informs our PBIS action plan Ensure the School-Wide Teaching Matrix (that includes all expectations & rules) is located near the front entrance or in the office area. Posters that include expectations & rules for particular locations in the building (i.e., hallway, restroom, etc.) will be posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year. Ensure the implementation of the PBIS plan is carried out with fidelity Provide a curriculum to teach the components of the discipline system to all staff is developed and used PBIS team will review the school-wide data monthly and problem solve based on the trends Maintain a binder of artifacts: data, walkthroughs, and the TIC, BoQ and SAS will be reviewed and recommendations will be made to enhance current implementation and action plans for next year • A schedule for rewards and incentives will be maintained throughout the year Implement a PBIS rewards and incentive program for students and teachers Monitor schedules for rewards and incentives 	<p>* The PBIS Team and its administrator will review the Infinite Campus (IC) and School Wide Informational System (SWIS) data monthly. (Teachers will only utilize SWIS.)</p> <p>The PBIS Team and its administrator will develop an action plan based on monthly data and update the behavioral RTI tiers using the report.</p> <p>* Students will participate in the PBIS rewards program using Positive Behavior criteria setup in students' agenda books. Ex. A-B honor roll, school wide matrix behaviors</p> <p>*Expectations and Rules in each location of the building</p> <p>*Teaching Calendar showing when and how the expectations and rules will be taught throughout the year</p> <p>*Training Calendar</p> <p>*Training agendas</p> <p>*Training sign-in sheets</p> <p>*Faculty Surveys</p> <p>*Copy of data shared with staff monthly</p> <p>* Pre-Post data sheets used to design targeted intervention for students not mastering standard(s).</p> <p>*Meeting agendas and action plans kept in PBIS Product Book</p> <p>*List of team members and roles for 2017-18 school year</p>	<p>*Administrators Demonstrate: Ensure the School-Wide Teaching Matrix (that includes all expectations & rules) is located near the front entrance or in the office area. Posters that include expectations & rules for particular locations in the building (i.e., hallway, restroom, etc.) will be posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year.</p> <p>The number of student discipline referrals will decrease on a quarterly basis as compared to the 2016-2017 school year data</p> <p>*Teachers Demonstrate: Teach the school-wide PBIS matrix, expectations, and rules throughout the school year. Ensure the implementation of the PBIS plan is carried out with fidelity</p> <p>*Students Demonstrate: Model the expectations and follow school-wide rules as taught by the school-wide matrix</p> <p>10% decrease in ODRs</p> <p>10% decrease in students with OSS related to cell phones and tardies.</p> <p>*Parents Demonstrate: Understanding the importance of PBIS and how it relates to academic success.</p>	<p>Monitor Student Grades</p> <p>Focus Walks</p> <p>CCRPI Data</p> <p>Monitor Student Attendance</p> <p>Monitor Staff Meeting Logs and Agendas</p> <p>Monitor Parent Meeting Logs and Agendas</p> <p>Monitor Professional Development Sign-In Sheets</p>	<p>Costs:</p> <p>Professional Learning \$5,000</p> <p>PBIS Reward System \$2500</p> <p>Funding Source: Title II</p>

SMART GOAL #2 - Instructional Goal (SWP 2, 7, 9, 10)

(Specific, Measurable, Attainable, Relevant, & Time-Bound)

Goal: By May 2018, 80% of teachers will have trained their students on how to create SMART goals and actively monitor their own progress.						
GSPS*	Group Impacted	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source &/or Resources
			Artifacts	Evidence		
Curriculum 1, 2, 3 Assessment 1, 2, 3, 4 Instruction 2, 3, 4, 5, 7 Professional Learning 1, 2, 4, 6 Leadership 1, 2, 3, 4, 5, 6, 7, 8 Planning and Organization 1, 2, 3, 5 Family Engagement 1, 2, 3, 4, 5 School Climate 1, 2, 5	All students Teachers (all subject areas) Parents	<ul style="list-style-type: none"> Incorporate the Gradual Release Instructional Framework into all content areas Revisit SMART Goal training with teachers Analyze formative and summative assessments during Instructional Focus Time (IFT) Refine the school's Response to Intervention (RTI) plan Test all students with available software: Scholastic Reading Inventory (SRI) for 9th-11th graders and Achieve 3000 for 12th graders Each ELA teacher submits documentation of Lexile identifications to Literacy Coach Literacy Coach will train core teachers on Lexile to include importance and Lexile bands Each core and foreign language teacher will implement 2 CISM/DBQ lessons during the year Monitor instructional practices of faculty to ensure implementation and fidelity of professional learning Implement Power Block (increased learning time) twenty-six minutes added to fourth block focusing on literacy Collaborative planning during Instructional Focus Time to discuss student Lexile scores and Lexile bands, CISM integration and identification of additional text for home reading (lower Lexile Level) Use reading and vocabulary strategies in their content area through Scholastic Reading Counts which encourages students to read 3-5 books per semester to improve student Lexile scores Provide professional learning opportunities designed to support: SMART Goals, standards based classrooms, literacy across the curriculum, SAT/ACT Preparation school-wide, the RTI process, differentiated instruction, student engagement, formative and summative assessment, co-teaching and classroom management 	*Student work samples *Student SMART Goals *Pre and post data sheets *Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes *Lesson plans *Quarterly SRI Benchmark Reports	School Leaders Demonstrate: *How creating SMART Goals and improving literacy and reading comprehension instruction across the curriculum increased student achievement at Kendrick High School. Teachers Demonstrate: *The ability to collaboratively engage in literacy discussions and design their instructions to incorporate the Gradual Release Instructional Framework. *Improved instructional practices Students Demonstrate: * Students create and monitor SMART Goals *Improved stretch band from below (1185 L) to within stretch band (1185-1385 L) *Improved GMS test scores Parents Demonstrate: *Understanding how the creation of SMART Goals and importance of literacy and relates to academic success.	Monitor EOC, SGM, PSAT, ACT, SAT results Monitor RTI Monitor Student Grades Focus Walks Monitor Staff Meeting Logs and Agendas Monitor and review of lesson plans by Academic Coaches Monitor CISM articles, scholarly articles, journal articles, and historical texts and use of Lexile Scores in content areas by reviewing RC data. Monitor and conference with students regarding Lexile performance Monitor SMART Goals	Costs: SRI \$7,000 Professional Learning \$15,000 Funding Source: Title I

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

Professional Learning Day	Professional Learning Day Focus	Estimated Cost, Funding Source &/or Resources	Position(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Thursday, 8/3/17	Continued focus on components of the Gradual Release Framework and Literacy Strategies (Reciprocal Teaching and Closed Reading Strategies). Revisit developing SMART Goals. Will train and re-train appropriate faculty on Data Teams and on the use of progress monitoring tools for behavior management at all tiers within a multi-tiered system.		<ul style="list-style-type: none"> Principal Assistant Principals Literacy Coach Academic and Secondary Dean Site-based Academic Coaches 	Observations PL Perception Surveys (Implementation) Focus walks Lesson Plans	Student work samples Lesson plans Focus and Awareness Walks (Summative Data) Instructional planning and professional learning minutes/notes/sign-in sheets Teacher will incorporate concepts discussed during coaching sessions into instructional lesson plans and the instructional framework
Monday, 10/9/17	PBIS Team will train appropriate faculty and staff to complete Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) to identify individual needs and develop a plan to support students with 10 or more major referrals		<ul style="list-style-type: none"> Principal Assistant Principals Literacy Coach Academic and Secondary Dean Site-based Academic Coaches 	Observations PL Perception Surveys (Implementation) Focus walks Lesson Plans	Student work samples Lesson plans Focus and Awareness Walks (Summative Data) Instructional planning and professional learning minutes/notes/sign-in sheets Teacher will incorporate concepts discussed during coaching sessions into instructional lesson plans and the instructional framework
Thursday, 1/4/18	Visible Learning: Selected components (i.e., Socratic Seminar, Evaluating Your Impact Through Assessment, etc.) Integrating technology literacy and technology in the classroom		<ul style="list-style-type: none"> Principal Assistant Principals Literacy Coach Academic and Secondary Dean Site-based Academic Coaches 	Observations PL Perception Surveys (Implementation) Focus walks Lesson Plans	Student work samples Lesson plans Focus and Awareness Walks (Summative Data) Instructional planning and professional learning minutes/notes/sign-in sheets Teacher will incorporate concepts discussed during coaching sessions into instructional lesson plans and the instructional framework

MCSD School Improvement Plan adapted from GaDOE's Division of School and District Effectiveness' School Improvement Plan