



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

NAME OF SCHOOL/PRINCIPAL:

Rigdon Road Elementary/Charleen Robinson

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:

Superintendent _____ Date _____
 Region Chief _____ Date _____
 Principal _____ Date _____
 Exec. Dir. of Fed. Programs _____ Date _____

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Charleen Robinson	Principal	
Lorraine Smith	Assistant Principal	
LaTonya Leonard	5 th Grade Teacher/LAT Chair	
India Eubanks	Lead Interrelated SPED/LAT Assistant Chair	
Adrienne Cheney	Kindergarten Teacher/Secretary	
Keao Lindsey	Media Specialist/Time Keeper	
Carrie Willis	5 th Grade Teacher/LAT Chair	
Maria Webb	4 th Grade Teacher/Member	
Amanda Lawrence	3 rd Grade Teacher/Member	
Barbara Carter	2 nd Grade Teacher/Member	
Elaine Williams	1 st Grade Teacher/Member	
Andria Horne	Counselor/Member	
Zara Williams	Academic Coach/Data	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School _____ (Yes or No)

School Designated as a Focus School _____ (Yes or No)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the number of developing proficient and distinguished learners	SWIS Data & Surveys	Administrators Teachers Coaches Students Central Office	Meetings School Newsletter School Website ConnectEd Professional Development Celebrations Parent Conferences
Decrease the number of office Referrals from previous year	CCRPI Climate Report SWISS Reports	Administrators Teachers Coaches Students Central Office	Meetings School Newsletter School Website ConnectEd

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

(SWP 2, 7, 9, 10)

Academic/Instructional Goal: By Spring 2018, 100% of teachers will be trained on 3 of the 8 PBIS modules and 90% will use all 3 efficiently.

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		
Curriculum Standard 1, 2, 3 Leadership Standard 1, 2, 3, 5 Professional Learning Standard 1, 2,3, 4, 5, 6 Instruction Standard 1, 2, 3, 4, 5, 6,7, 8 Assessment Standard 1, 2,3, 4, 5 Planning and Organization Standard 1, 2, 3, 4, 5, 6 School Culture Standard 1, 2, 3, 4, 5 Family and Community Engagement Standard 1, 2, 3, 4, 5, 6	All Students All Teachers Parents	<ul style="list-style-type: none"> Use USA Test Prep and Weekly Studies for supplemental instruction Require students to write across the curriculum Use Collaborative Planning Meetings to assess, analyze, & monitor students' performance Deconstruct standards to identify and clarify learning targets and teaching strategies Hire Part-Time Intervention Teachers to work with students Professional development in ELA, math and writing Organize ongoing informational meetings for parents to explain academic focus for the year Teachers attend conferences or workshops for ELA, writing and math inside and outside the district to include but not limited to Model School, ASCD, Ron Clark Academy Hire a Math Coach and Literacy Coach Purchase Technology in classrooms and media center and computer labs to include math and reading software Purchase leveled books for classroom and media center and Trait Craits and any materials to support the writing process Purchase furniture for classrooms to include but limited to bookshelves, chairs, stools, 21st century furniture. Field trips for K-5 students inside and outside the district Purchase typing program for students to improve their typing skills Hire paraprofessionals Substitutes to allow teachers to attend PD After school and Saturday Tutorials and Summer Camp Summer Stipends for meetings and PDs Professional Books Contracted Services for ELA, math and writing 	*College Career Readiness Performance Index (CCRPI) *Formative/Summative Assessments *Reading Wonders Assessments *Achieve3000 Reports *Smarty Ants Reports *LAT Meeting Sign-in sheets/agendas *CPM sign-in sheets/agendas *WOW Teams sign-in sheets/agendas *Anchor Charts *Graphic Organizers *6 + 1 writing traits *Surveys *Journals *Edivate *Canvas *Parent Meeting Sign-in logs *Agendas	<p>School Leaders will Regularly define expectations for the implementation of professional learning</p> <p>Teachers will Implement and revise (as needed professional learning strategies in ELA, math and writing. Utilize the established process to monitor the progression of learning for all students</p> <p>Students will Increased academic achievement</p> <p>Parents will Demonstrate Awareness of school-wide professional learning focus</p>	Focus Walks by building administrators, academic coaches, district administrators, & specialist Weekly review of lesson plans Monitor teachers use of the readers' and writers' workshop Monitor Title I part-time intervention teachers to ensure	Title I School Improvement SGM

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

(SWP 2, 7, 9, 10)

PBIS/School Climate Goal: By Spring 2018, 100% of teachers will be trained on writing across the curriculum and 90% of teachers will use the process in their class efficiently.

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		Monitor Actions of Implementation	Estimated Cost/Funding Source and/or Resources
			Artifacts	Evidence		
Instruction Standard 1, 2, 3, 4, 5, 6, 7, 8 Planning and Organization Standard 1, 2, 3, 4, 5, 6 School Culture Standard 1, 2, 3, 4, 5 Family and Community Engagement Standard 1, 2, 3, 4, 5, 6	Subgroup of teachers	Meetings will be held among PBIS team members every month to look at data that informs our PBIS action plan. Teachers will be trained on 3 modules of the 8 <ul style="list-style-type: none"> Provide meaningful training on PBIS to the faculty Obtain and follow through with faculty feedback throughout the year Show faculty and staff school-wide data at least monthly to highlight top behaviors <ul style="list-style-type: none"> and locations and positive outcomes due to school-wide systems change and efforts. Schoolwide implementation of the Responsive Classroom Strategy the Morning Meeting 	Meeting agendas and action plans kept in PBIS Product Book Calendar with all meeting dates/times for the year List of team members and their roles	Data-driven action steps 75% or higher on the Self-Assessment Survey (SAS) for school-wide implementation 50% or higher on the Self-Assessment Survey (SAS) for classroom implementation	PBIS Team	Student Activity

			<p>Training agendas</p> <p>Training sign-in sheets</p> <p>Faculty Surveys</p> <p>Copy of data shared with staff monthly</p>	75% on PBIS Walkthrough	PBIS Team	
	All Faculty, All Staff, All Students	The teaching Matrix (that includes all expectations & rules) will be 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	Teaching Calendar showing when and how the expectations and rules will be taught throughout the year		PBIS Team	
	Subgroup of teachers	A school-wide data monthly and problem solve based on the trends	Monthly meeting agendas and minutes	Evidence of Problem Identification, Goal and Solution Development as well as Evaluating Results	PBIS Team	

		<p>The PBIS Team will maintain a binder of artifacts</p> <p>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.</p>	<p>PBIS Product Book/Artifact Book with the following content:</p> <p>Monthly meeting agendas, meeting notes, district/coaches meeting notes, schools' PBIS plan and any other documentation of work towards PBIS throughout each month</p> <ul style="list-style-type: none"> • Team Implementation Checklist • Benchmark of Quality • School Walk-Throughs • Self-Assessment Survey (not mandated by state, but district) 	<p>Administrator and PBIS coach will meet with the PBIS District Coordinator to review the binder and determine if requirements have been met</p>	PBIS Team	
	All Families, All Students,	Implementation plan is to	Monthly meeting agendas and minutes	Evidence that implementation plan is being reviewed throughout the year	PBIS Team	

		<p>A curriculum to teach the components of the discipline system to all staff is developed and used</p> <ul style="list-style-type: none"> • Booster sessions for students and staff are planned, scheduled, and delivered • There is a schedule for rewards and incentives throughout the year (Bear Bucks, Positive Office Referrals, etc.) • There is a plan for orienting incoming staff and students throughout the year • There is a plan for involving families in PBIS throughout the year (open house, newsletters) 	<p>Lesson Plans for each set of Expectations and Rules in each location of the building</p> <p>Teaching Calendar</p> <p>Rewards and Incentives Menu</p> <p>Written implementation plan</p> <p>Written Discipline Process</p>	<p>(meeting notes, etc.)</p>		
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Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> Follow up to the PD on the writing process 6+1 Traits of writing Technology Training Math Strategies with the use of manipulatives 		Estimated Cost: Funding Source: QBE Title 1 Title IIA SIG Books and materials needed for PD	Administrators, Teacher Leaders, Coaches, Central Office	Focus Walks TKES Data Team Minutes Lesson Plans Collaborative Planning Minutes	Meeting Agendas Meeting Sign-in Sheets Pre and post assessments Student Work
<ul style="list-style-type: none"> Follow up to the PD on the writing process 6+1 Traits of writing continued Technology Training Math Strategies with the use of manipulatives 		Estimated Cost: Funding Source: QBE Title 1 Title IIA SIG Books and materials needed for PD	Administrators, Teacher Leaders, Coaches, Central Office	Focus Walks TKES Data Team Minutes Collaborative Planning Minutes	Meeting Agendas Meeting Sign-in Sheets Pre and post assessments Student Work
<ul style="list-style-type: none"> Follow up to the PD on the writing process 6+1 Traits of writing continued Technology Training Math Strategies with the use of manipulatives 		Estimated Cost: Funding Source: QBE Title 1 Title IIA SIG Books and materials needed for	Administrators, Teacher Leaders, Coaches, Central Office	Focus Walks TKES Data Team Minutes Collaborative Planning Minutes	Meeting Agendas Meeting Sign-in Sheets Pre and post assessments Student Work

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. Yes (Yes or no)

If no, explain:

List efforts to recruit highly qualified teachers to your school:

The following activities are done district-wide in support of recruiting for individual school's vacancies:

- District attendance at regional and university recruitment fairs
- A district-wide job fair in the Spring
- Various web-based job vacancy advertisements

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>