## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

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| **NAME OF SCHOOL/PRINCIPAL:** **Rothschild Leadership Academy/Terri A. Myers** |
| **NAME OF DISTRICT/SUPERINTENDENT:**Muscogee County School District / Dr. David F. Lewis |
| *□ Comprehensive Support School □ Targeted Support School □ Schoolwide Title 1 School □ Targeted Assistance Title 1 School □ Non-Title 1 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.

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| **SIGNATURES:**Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Region Chief \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Exec. Dir. of Fed. Programs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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| Name | Position/Role | Signature |
| Terri Myers | Principal |  |
| Brenda Merritt | Assistant Principal |  |
| Deshon McNeill | Academic Dean |  |
| Dr. Stephany Lewis | Counselor |  |
| Ebony McNeill | Teacher |  |
| Sherry Bell | Interrelated Teacher |  |
| Gabrielle Bryant | Literacy Academic Coach |  |
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## 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** |
| Increase comprehension of new content in all areas through group processing of new information | 2015, 2016, 2017 GMAS proficiency scores, 2015, 2016 CCRPI Post Middle School Readiness (8th Grade Lexile 1050 and above), 2015, 2016, 2017 School-wide GMAS Lexile Measures, 2015, 2016 CCRPI overall score results | Principal, Assistant Principal, Guidance Director, Academic Dean, Literacy Coach, ELA Department Chair/Inter-related Teacher, Science Department Chair | School Website, Email, Parent Conferences, Connect-ED, Remind, Open House, Literacy Night, Local School Council Meetings, 6th Grade Leadership Orientation, Student-Parent Handbook, GMAS Fliers |
| Positive Behavior Interventions and Strategies (PBIS) and Social-Emotional Learning | 2016, 2017 SWIS PBIS Reports, 2016, 2017 Climate Surveys | Principal, Assistant Principal, Guidance Director, Academic Dean, Literacy Coach, ELA Department Chair/Inter-related Teacher, Science Department Chair | School Website, Email, Parent Conferences, Connect-ED, Remind, Open House, Literacy Night, Local School Council Meetings, 6th Grade Leadership Orientation, Student-Parent Handbook  |

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

School Climate Goal:     **By May 2018, 100% of teachers will have been trained on Social Emotional Learning (SEL) and at least 90% will have effectively delivered all lessons.**

## (SWP 2, 7, 9, 10)

 **School Climate Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Georgia School Performance Standard** | **Student Group (All or Subgroup, Parents, Teachers)** | **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**  |
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| **(SWP 9)** | **Artifacts** | **Evidence** |
| **School Culture Standard 1:** Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment **School Culture Standard 2:** Establishes a culture of trust and respect that promotes positive interactions and a sense of community **School Culture Standard 5:** Recognizes and celebrates achievements and accomplishments of students and staff.  | All Students, Teachers, Parents  | **Continue to implement PBIS Framework** * Implement Second Step Social Emotional Learning (SEL) Curriculum
* Provide ILT time to implement the SEL curriculum
* Provide opportunities for “Champion” teachers to attend Second Step training opportunities
* Use school-wide matrix to teach students the appropriate behavior in identified problem locations. ·
* Provide incentives to students for displaying appropriate behavior (9-week celebrations, PBIS Pep Rally, PBIS Store)
* Communicate and collaborate with bus drivers as active participants in PBIS framework.
* Meet monthly as PBIS data team

**Continue to implement RLA Comprehensive Discipline Plan** * Ensure the degree of discipline will be in proportion to the severity of the behavior
* Recognize adherence and lack of adherence to classroom rules and procedures

**Recognize “super” parents who are consistently involved in student learning** * Encourage parents to join PTO
* Communicate the success criteria to qualify for the “super” parent award
* Provide opportunities for parents to participate in school activities and participate in parent workshops

**Conduct Advisement Lessons on Conflict Resolution during Instructional Learning Time** · * Conduct classroom guidance, small group, and individual counseling on conflict resolution ·
 | SWIS Data Reports Sign In Sheets from meetings Student-Parent Handbook PBIS Behavior Matrix PBIS Implementation Plan Counselors will monitor the number of conflict resolution contracts per month Counselors and the Assistant Principal will monitor number of Physical Confrontations per month | **School Leaders Demonstrate:**Establishing a Vision Intensive Support Problem solving based on discipline data Fostering communication and collaboration Use of appropriate materials needed to conduct advisement lessons, classroom guidance lessons, and small group lessons on conflict resolutionProvide parents SEL training opportunities**Teachers Demonstrate:**Appropriate behavior to all students.Researched based intervention strategies to help deter targeted behaviors before they occur. Monitor student progress and make data-driven decisions Knowledge on Conflict Resolution issues that should be addressed by teacher, counselors and/or administration**Students Demonstrate:** Respect of self, others, and property Responsible behavior and preparedness for school at all times Leadership and the ability to follow classroom and school rules and procedures. Appropriate strategies/techniques to manage and resolve conflicts **Parents Demonstrate:** An understanding of expectations and requirements of their child’s behavior at school Attendance at 75% of PTO Meetings Monthly visits to their child’s classroom Involvement by monitoring their child’s academics, attendance, and behavior  | **PBIS Team**-Monitor implementation of PBIS plan**Teachers-**Ensure students are utilizing SEL strategies and administer rewards Observe students to ensure they are complying with the PBIS Behavior Matrix and administer rewards Enforce Common Core Discipline Plan Assign student leadership roles and select students of the monthMaintain Parent Communication **Administration/Guidance**-Monitor implementation of SEL Curriculum during ILTFollow-up with students who signed conflict resolution contracts. Follow up with students who participated in Small group Parent Liaison monitor parenting activities and attendance |  |

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

**By May, 2018, 100% of teachers will have been trained to implement the Data Team Process and at least 80% will effectively implement Data Teams.**

## (SWP 2, 7, 9, 10)

 **Instructional Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Georgia School Performance Standard** | **Student Group (All or Subgroup, Parents, Teachers)** | **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**  |
| --- | --- | --- | --- | --- | --- |
| **(SWP 9)** | **Artifacts** | **Evidence** |
| **Curriculum Standard 3:** Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed**Assessment Standard 2:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction**Assessment Standard 4:** Implements a process to collaboratively analyze assessment results to adjust instruction**Instruction Standard 4:** Uses research-based instructional practices that positively impact student learning**Instruction Standard 9:** Provides timely, systematic, data-driven interventions | All students and teachers | * Continue Data Teams process to monitor curriculum implementation, use of formative assessments to drive instruction, and analyze student work and provide timely feedback
* Implement Tier 1 instruction that is rigorous and relevant
* Researched based Instructional strategies will be modeled and implemented in the classroom
* Utilize Gradual Release Instructional Framework Model to reinforce collaborative structures and productive group work in the classroom
* Organizing students to interact with new knowledge, chunking content into digestible bites, group processing of new information, and reflecting on learning
* Utilize CISM in the classroom to model close reading, to build and deepen comprehension, and use text-dependent leveled questioning to facilitate student thinking while reading
 | Common planning and Data Teams meeting minutes, PD agendas, sign-in sheets, and ArtifactsObservations/ walkthrough data (Google Docs)Student workTeacher Lesson plansTest results (common weekly assessments) LLI implementation documents Common planning and PD agendas, sign-in sheets, and minutes  | **School Leaders Demonstrate:**Ensure teachers are planning and allotting time to meet and engage in common planningConducting focus walks throughout the school yearProviding PD and teacher support for all initiatives**Teachers Demonstrate:**Giving students feedback through teacher commentaryKnowledge of the data team process through analysis of student work and assessmentsConstruction of common assessment quiz questions that address DOK level 3 and 4 questionsImplementation of CISM lessons each semester for close reading Monitoring of Lexile scores via SRI, LLI, Georgia Collections, vocabulary, and student progress with monitoring tools (Achieve 3000, LLI, AR, Books That Grow, USA Test Prep)Collaboration within content areas with common planning and Data Teams documentation (agendas, meeting minutes, and sign-in sheets)**Students Demonstrate:** Increase Mastery of the StandardsKnowledge of the collaborative group work phase of the Gradual Release Model Clarity and summarization of what they have learned using accountable talk processesKnowledge of the CISM process for close reading to build and deepen comprehensionSelf-assessment/ monitoring of comprehension and processes **Parents Demonstrate:** Assistance with homeworkAcademic support and encouragement for students Attendance at school workshops and conferences provided by the school/district | **Administration –** walk-throughs, common planning**Academic Dean** – walk-throughs, Data Teams**Academic Coaches** – walk-throughs, data teams, common planning, ILT, PD implementation**Teachers –** Formative assessments and student work, data teams, common planning, parent conferences, student conferences**Parents** – workshops, parent/ teacher conferences  | AdministrationAcademic DeanAcademic CoachesIntervention Specialist |

**Professional Learning Plan to Support School Improvement Plan**

**(SWP 4)**

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| **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 | -Social Emotional Learning Curriculum Training-Data is Everybody’s Business: ILT Strategies,Formative Assessment, High yield instructional strategies  | No CostSEL CurriculumRhonda Patchin | Rhonda PatrickAcademic Coach/Administrators | AdministrationAcademic CoachesLeadership Team (teachers)Region Chief | Master Schedule: SEL Scheduled during ILT,SEL Parent Communication letter,Lesson plans, student work, Grade Reports,Common planning agendas and minutes, Data Teams minutes and agendas, Formative and Summative assessment data, Focus &TKES walkthrough data,student self-assessment/monitoring tools,PBIS/SEL survey results,ILT survey results |
| Monday, 10/9/17 | Data Teams Training Part 1 | Title I-$3,000.00Dr. Nicole LawTitle I-$55,062.00Academic Coach | Dr. Nicole LawAcademic CoachesAdministrators | AdministrationAcademic CoachesLeadership Team (teachers)Region Chief | Lesson plans, student work, Grade Reports,Common planning agendas and minutes, Data Teams minutes and agendas, Formative and Summative assessment data, Focus &TKES walkthrough data,student self-assessment/monitoring tools,ILT survey results |
| Thursday, 1/4/18 | Data Teams Training Part II | Title I-$3,000.00Dr. Nicole Law  | Dr. Nicole LawAcademic Coaches Administrators | AdministrationAcademic CoachesLeadership Team (teachers)Region Chief | Lesson plans, student work, Grade Reports,Common planning agendas and minutes, Data Teams minutes and agendas, Formative and Summative assessment data, Focus &TKES walkthrough data,student self-assessment/monitoring tools,ILT survey results |

### 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