## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

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| **NAME OF SCHOOL/PRINCIPAL:**  **SOUTH COLUMBUS ELEMENTARY SCHOOL**  ***Dawn Jenkins*** |
| **NAME OF DISTRICT/SUPERINTENDENT:**  **MUSCOGEE COUNTY SCHOOL DISTRICT**  ***Dr. David F. Lewis*** |
| * *Schoolwide 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Name | Position/Role | Signature |
| Dawn Jenkins | Principal |  |
| Felicia Thompson | Assistant Principal |  |
| Vanessa Caldwell | Academic Coach |  |
| Naomi Hitchcock | Counselor |  |
| Kathy Bolar | Lead Special Education Teacher |  |
| Jocelyn Thompson | Media Specialist |  |
| Patrice Autry | Teacher/Leadership Chairperson |  |
| Ursula Preer | Teacher |  |
| Angela Gardner | Teacher |  |
| Monique Proteau-Never | Teacher |  |
| Carol Abrams | Paraprofessional |  |
| Danny Hill | Partner In Education Representative |  |
| Shereika Reese | Parent |  |
| Anario Johnson | Student |  |

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

## 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** |
| There is a need for teachers to implement a writing program that includes explicit instruction on the writing process, the four text structures and the six traits of writing to enhance students’ knowledge of writing as it relates to reading. | CCRPI (FY 15, 16, 17)  GMAS ELA Extended Writing Task and Narrative Writing Response Scores (FY 15, 16, 17)  Achieve3000 Performance Reports (FY 16, 17)  Leadership Team Root Cause Analysis (FY 17) | Central Office  Administrators  Teachers  Title I Parent Liaison  Chattahoochee-Flint Resa Training Facilitators | Parents: Peachflyers, Blackboard Connect, Website, Parent Meetings  Faculty: Grade Level Meetings, Vertical Teaming Meetings, Professional Development Meetings  Stakeholders: Local School Council Meetings, PIE Meetings |
| There is a need for teachers to effectively implement a social emotional curriculum to increase prosocial behaviors (such as kindness, sharing, and empathy), and improve students’ attitudes toward school. | CCRPI (FY 15, 16, 17)  Infinite Campus Discipline Data (FY 15, 16, 17)  SWIS PBIS EOY Report (FY 15, 16, 17)  Leadership Team Root Cause Analysis (FY17) | Central Office  Administrators  Teachers  Parents  Students | Parents: Peachflyers, Blackboard Connect, Website, Parent Meetings  Faculty: Grade Level Meetings, Vertical Teaming Meetings, Professional Development Meetings  Stakeholders: Local School Council Meetings, PIE Meetings |

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

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

**School Climate Goal:** **By May 2018, 100% of SCES teachers will implement the Second Step social emotional learning curriculum with students in grades PK-5 and at least 75% of the classrooms will show evidence of the practices.**

| **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** | |
| **Curriculum**  1-5  **Assessment**  1-5  **Instruction**  1-9  **Professional**  **Development**  1-6  **Leadership**  1-8  **Planning**  1-5  **Family Engagement**  1-5  **School Culture**  2-4 | ALL Students  ALL Teachers  ALL Parents | * Implement the PBIS Action Plan to include student, teacher and parents through school-wide professional development * Create a training schedule for Universal Screening and Youth Mental Health First Aid * All teachers will develop and implement a classroom management plan that aligns with PBIS/SOAR behavioral expectations * Implement a student check-in/check- out system with teachers and targeted student to begin behavior modification through self monitoring checklist * Provide a SOAR curriculum that includes PBIS lesson plans and Second Step curriculum to teach school-wide expectations * Identify students in Tier 2 and Tier 3 through Universal Screeners provided by Project AWARE for RTI/SST | SOAR Product Book  Agendas, Sign-in Sheets, Minutes  SOAR Action Plan  Universal Screener Results  Second Step Lesson Plans  BOQ, TIC survey results | **School Leaders Demonstrate:**  Understanding of the PBIS framework and their role  **Teachers Demonstrate:**  -Proficiency in teaching and modeling lessons from the Second Step Curriculum  Understanding the RTI/SST process as it relates to behavior  **Students Demonstrate:**  Understanding of appropriate ways to self-regulate behavior  **Parents Demonstrate:**  How to extend and support the SEL strategies at home. | Monitor monthly SOAR team meetings  Monitor monthly behavior data distributed to faculty  Monitor Second Step lesson plans  Monitor RTI/SST meetings with a focus on universal screening results | | **Estimated Cost**:  Second Step Curriculum Resources  $0  **Funding Source:**  Title I-SI  Title I-1003g  Title II-A  **Resources:**  Office of Student Services  Project Aware  Chattahoochee-Flint RESA  GaDOE |

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

**Instructional Goal: By May 2018, 95% of teachers in grades K-5 will implement the writing process to include the four types of writing, the five writing structures and the six traits of writing to enhance students’ writing skills in all content areas.**

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| **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** |
| **Artifacts** | **Evidence** |
| **Curriculum**  **1-5**  **Assessment**  **1-5**  **Instruction**  **1-9**  **Professional**  **Development**  **1-6**  **Leadership**  **1-8**  **Planning**  **1-5**  **Family Engagement**  **1-5**  **School Culture**  **2-4** | ALL  Students  ALL Teachers  ALL  Parents | Teachers will implement highly effective research based teaching practices, using a gradual release of responsibility framework and the Georgia Standards of Excellence (GSE), to enhance students’ writing skills in all content areas. Teacher practices will:   * Implement standards-based classroom instruction * Implement the gradual release framework * Incorporate guided reading/writing into lesson designing * Utilize GaDoe Writing Rubrics across the grades * Implement Daily Journal Writing in all content areas * Utilize conferring notebooks to confer with students and provide feedback on the writing * Utilize Achieve 3000 (SmartyAnts and KidBiz)     School leaders will conduct weekly data team and collaborative planning meetings:   * Utilize Canvas for curriculum and instructional resources * Incorporate the RACE Strategy for added writing instruction into all contents * Utilize SLDS to assist in differentiated instruction * Attend GAESP Fall conference   Embed professional learning opportunities to build capacity, problem solve and utilize teachers talents effectively:   * Gradual Release of Responsibility * Understanding by Design * 6+1 Writing Traits Yearlong Book Study * Writing Process   Teachers will utilize district programs; Performance Arts Integration Resource Program(PAIR)and initiatives:   * Utilize Reading Wonders text and Writers * Utilize netbooks to demonstration Workspace Resources * Utilize Envisions Resources * Utilize Smarty Ants daily * Utilize Achieve3000 (students will read at least two articles per week, scoring 75% on the first try) * IXL will be purchased as supplemental instruction for Math   Teachers will receive Professional Development training, facilitated by Chattahoochee-Flint RESA    Students will engage in activities to aid acceleration of learning toward meeting or exceeding their growth targets:   * complete a pre and post writing assignment per quarter * utilize an interactive writing journal * Utilize Thinking Maps for visual/ graphic representation of thinking * Partnership with Oxbow Meadows for after school programming designed to complement and reinforce the academic standards being taught during the school day. Hands-on activities, project-based learning, and experiential learning will enhance students’ education by teaching standards in a different way, while still incorporating the school's goal of increasing writing skills across all content areas.     Create a year-long common assessment plan (formative and summative) for all grade levels     * Designate a Title I liaison to coordinate parent meetings, contacts, and communications | Focus Walk Data    PD Agendas/Sign-in Sheets  Team Minutes and Professional Learning    Lesson Plans and Student Work Samples with standards based commentary    Universal Screener Data    Formative & Summative Assessment Data    Student Data Sheets | School Leaders Demonstrate:  Comprehensive understanding of Supplemental Instruction efforts that contribute to increased student achievement  .  Teachers Demonstrate:  Explicitly model instruction daily, provide engaging learning opportunities for writing in all content areas. Understanding of CIA/Gradual Release, best practices and data-driven decision making to inform instruction.  Students Demonstrate:  Increased reading and writing ability, utilization of critical thinking skills and mastery of standards. | Monitor weekly data team meetings  Review of instructional plans  Monitor weekly review of standards-based feedback of student work  Monitor RTI/SST bi-weekly meetings  Provide Monthly focus walks by LT  Monitor year-long assessment plan  Title I parent liaison will document and monitor parent contacts | Estimated Cost, Funding Source, and/or Resources:  Substitutes  $5000  6+1 Writing Traits  $1000  Writing Professional Development given by Chattahoochee-Flint RESA  $4,800  GAESP Fall Conference  PAIR program  $6000  Netbooks  $50,000  Conferring Notebook Binders  $1000  Oxbow Meadows 12 week Afterschool Program $3,360 |

**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 pf Impact on Study Learning** |
| **Thursday 8/3/17** | Writing Connections:  Writing across the disciplines using 6+1 Trait of Writing: The Complete Guide by Ruth Culham:  Narrative Writing | 6+1 Traits of Writing Books  Conferring Notebooks  Dividers  Interactive journals | Principal, Assistant Principal and Academic Coach | Administrative Observations  Leadership Team  Lesson plans  Professional Learning Logs | Focus Walk Data  Race Strategy  Writing Rubrics  Anchor Charts  Writing prompts  Teacher feedback  Student Work samples:  Year-long Writing Portfolio  Conferring Notebook  Journal  Pre and Post Writing Assessments  One genre writing per quarter |
| **Monday**  **10/9/17** | Writing Connections:  Writing across the disciplines using 6+1 Trait of Writing: The Complete Guide by Ruth Culham:  Informative  Writing | 6+1 Traits of Writing Books  Conferring Notebooks  Dividers  Interactive journals | Principal, Assistant Principal and Academic Coach | Administrative Observations  Leadership Team  Lesson plans  Professional Learning Logs | Focus Walk Data  Race Strategy  Writing Rubrics  Anchor Charts  Writing prompts  Teacher feedback  Student Work samples:  Year-long Writing Portfolio  Conferring Notebook  Journal  Pre and Post Writing Assessments  One genre writing per quarter |
| **October 2017**  **through**  **May 2018** | Writing Professional Development given by Chattahoochee-Flint RESA | Chattahoochee-Flint RESA  $4,800 | Teachers will receive Professional Development training, facilitated by Chattahoochee-Flint RESA | Administrative Observations  Leadership Team  Lesson plans  Professional Learning Logs | Focus Walk Data  Writing Rubrics  Writing prompts  Teacher feedback  Student Work samples:  Year-long Writing Portfolio |
| **11/27/2017-11/29/2017** | GAPBS Conference- 11/27-11/29/2017 | Professional Development delivered in-house  by school PBIS team and at the  Georgia PBS (GAPBS) Conference | School based PBIS Team Administrators Teachers  Academic Coach | Administrative Observations  School based PBIS Team Administrators  Academic Coach | Conference Agenda  Redelivery Agenda  Sign In Sheets |
| **Thursday 1/4/18** | Writing Connections:  Writing across the disciplines using 6+1 Trait of Writing: The Complete Guide by Ruth Culham:  Opinion Writing | 6+1 Traits of Writing Books  Conferring Notebooks  Dividers  Interactive journals | Principal, Assistant Principal and Academic Coach | Administrative Observations  Leadership Team  Lesson plans  Professional Learning Logs | Focus Walk Data  Race Strategy  Writing Rubrics  Anchor Charts  Writing prompts  Teacher feedback  Student Work samples:  Year-long Writing Portfolio  Conferring Notebook  Journal  Pre and Post Writing Assessments  One genre writing per quarter |

### 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