## 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*
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 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 OfficeAdministratorsTeachersTitle I Parent LiaisonChattahoochee-Flint Resa Training Facilitators | Parents: Peachflyers, Blackboard Connect, Website, Parent MeetingsFaculty: Grade Level Meetings, Vertical Teaming Meetings, Professional Development MeetingsStakeholders: 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 OfficeAdministratorsTeachersParentsStudents | Parents: Peachflyers, Blackboard Connect, Website, Parent MeetingsFaculty: Grade Level Meetings, Vertical Teaming Meetings, Professional Development MeetingsStakeholders: 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 StudentsALL TeachersALL 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 BookAgendas, Sign-in Sheets, MinutesSOAR Action PlanUniversal Screener ResultsSecond Step Lesson PlansBOQ, 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 CurriculumUnderstanding 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 meetingsMonitor monthly behavior data distributed to facultyMonitor 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-SITitle I-1003gTitle II-A**Resources:** Office of Student ServicesProject AwareChattahoochee-Flint RESAGaDOE |

## 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** | ALLStudentsALL TeachersALL 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 SheetsTeam 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$50006+1 Writing Traits$1000Writing Professional Development given by Chattahoochee-Flint RESA$4,800GAESP Fall ConferencePAIR program$6000Netbooks$50,000Conferring Notebook Binders$1000Oxbow 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 BooksConferring NotebooksDividersInteractive journals | Principal, Assistant Principal and Academic Coach | Administrative ObservationsLeadership TeamLesson plansProfessional Learning Logs | Focus Walk DataRace StrategyWriting RubricsAnchor ChartsWriting promptsTeacher feedbackStudent Work samples:Year-long Writing Portfolio Conferring NotebookJournalPre and Post Writing AssessmentsOne 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 BooksConferring NotebooksDividersInteractive journals | Principal, Assistant Principal and Academic Coach | Administrative ObservationsLeadership TeamLesson plansProfessional Learning Logs | Focus Walk DataRace StrategyWriting RubricsAnchor ChartsWriting promptsTeacher feedbackStudent Work samples:Year-long Writing Portfolio Conferring NotebookJournalPre and Post Writing AssessmentsOne 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 ObservationsLeadership TeamLesson plansProfessional Learning Logs | Focus Walk DataWriting RubricsWriting promptsTeacher feedbackStudent 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 theGeorgia PBS (GAPBS) Conference | School based PBIS Team Administrators TeachersAcademic Coach | Administrative ObservationsSchool based PBIS Team AdministratorsAcademic Coach | Conference AgendaRedelivery AgendaSign 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 BooksConferring NotebooksDividersInteractive journals | Principal, Assistant Principal and Academic Coach | Administrative ObservationsLeadership TeamLesson plansProfessional Learning Logs | Focus Walk DataRace StrategyWriting RubricsAnchor ChartsWriting promptsTeacher feedbackStudent Work samples:Year-long Writing Portfolio Conferring NotebookJournalPre and Post Writing AssessmentsOne 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