## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

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| **NAME OF SCHOOL/PRINCIPAL:**  **Waddell Elementary School / Mrs. Tonya Douglass / School Year 2016 - 2017** |
| **NAME OF DISTRICT/SUPERINTENDENT:**  Muscogee County School District / Dr. David F. Lewis |
| *□ Comprehensive Support School □ Targeted Support School* ***xx*** *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:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Region Chief \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Exec. Dir. of Fed. Programs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Name | Position/Role | Signature |
| Mrs. Tonya Douglass | Principal |  |
| Mr. Keith Wells | Assistant Principal |  |
| Mrs. Deborah Dionne | Special Education Teacher |  |
| Mrs. Janet Renfroe | Special Education Teacher |  |
| Mr. Terry Tew | Kindergarten Teacher |  |
| Ms. Margaret Sonja Phelps | 4th Grade Teacher |  |
| Ms. Wendy Perry | 1st Grade Teacher |  |
| Mrs. Dena Wilder | 3rd Grade Teacher |  |
| Ms. Tasca Blanding | 2nd Grade Teacher |  |
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**Planning Committee Members (SWP 8, 16)**

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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School Designated as a Priority School **No**  School Designated as a Focus School  **No**

## 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** |
| SMART Goal #1 –  Weighted percent of students scoring at Developing Learner or better on the ELA end of grade assessment will be >=60 in FY 17. | CRCT Data FY 13 & 14  GMAS Score Reports FY 15  GMAS Lexile Results FY 16 (Embargoed)  GMAS State Demographic Targets FY 15  CCRPI Data FY 14 & 15  QBA Data Q1 & Q2 FY 16  Progress Monitoring Form FY 16  GOSA Summary FY 14  GKIDS FY 14, 15, & 16 | Zone Chief  Administrators  Teachers  Parents | Meetings  Website  Newsletters  Title I Parent Engagement Workshops |
| Tier 1 Behavior is defined as students who achieve 0-1 office referrals in one school year. The percentage of students achieving Tier 1 Behavior in the past two years was as follows:  FY 15 – 95%  FY 16 – 86%  SMART Goal #2 – 90% of students will achieve Tier 1 Behavior by the Spring of 2017. | SLDS Historical Data FY 13, 14, 15  CCRPI School Climate Reports FY 14 & 15  Progress Monitoring Form FY 16  Discipline Data pulled from Infinite Campus FY 14 & 15 | Zone Chief  Project AWARE & PBIS Director  Administrators  Teachers  Parents | Meetings  Website  Newsletters  Title I Parent Engagement Workshops |

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

**Academic/Instructional Goal:** Weighted percent of students scoring at Developing Learner or better on the Reading end of grade assessment will be >=60 in FY 17.

| **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 1& 2  Assessment 1, 2 & 4  Instruction 1, 2, 3, 4, & 5  Professional Learning 1, 2, 3, 4 & 5  Leadership 1, 2, 3, 4, 5, 6, 7 & 8  Planning 1, 2, & 3  Family Engagement 2, 4, & 5  School Culture 1, 3, 4, 5 | Students Grades 3rd-5th  All Teachers  Parents | * Provide Professional Development on the following topics:   Lessons Involving New Content  Lessons Involving Practicing & Deepening Content That Has Been Previously Addressed  Lessons Involving Cognitively Complex Tasks  Guided Reading etc.   * Growth Mindset * Provide additional Professional Development on The Gradual Release of Responsibility * Fidelity to the Data Teams Process / ILT Integration / Data Notebooks * Implement the use of Achieve 3000 in Grades K-5 * Use of Georgia Milestones’ Writing Rubrics across all grade levels to improve writing skills in Grades K-5 * Continue use of Star Reading, Adaptive Learning and additional computer programs to address a variety of student levels. * Increase Teacher Read A-louds to improve student listening skills, fluency, and love of reading. * Grade Levels will assign a member to check Canvas for curriculum resource updates weekly. | * PD Agendas & Sign-in Sheets * PD Calendar * DRA Reading Level Reports * Achieve 3000 Reports * Data Team Agendas & Sign-in Sheets * GaDOE Writing Rubrics * Lesson Plans * Work Samples | **School Leaders Demonstrate:** Monitor Lesson Plans, Conduct Focus Walks, Attend Data Team Meetings  **Teachers Demonstrate:**  Lesson Plans, Collaborative Planning, Collection and Analysis of Data, Observations, Maintain Data Notebook  **Students Demonstrate:**  Writing Journals, Results of Computer Work, Group Work, Assessments  **Parents Demonstrate:**  Required Signatures on student work and documents, assistance with homework, usage of resource room when needed, completion of parent surveys and other documents, attendance at parent conferences to review student data. | TKES, LKES, Observations, MCSD and State Assessments, Data generated from computer programs | | $3,000 for computer software to monitor levels and increase performance in all academic areas not covered by Achieve 3000  $4,000 for subscriptions to content area publications  $200 for Data Notebooks and Dividers |

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

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

**PBIS/School Climate Goal:** 90% of students will achieve Tier 1 Behavior by the Spring of 2017.

| **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** | |
| Rules, practices and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. | All | * Develop and implement a school-wide program to promote self-efficacy and unity. * Monitor effectiveness of program. * Acknowledge and celebrate appropriate actions and attendance. * Waddell Scholars * Academic / STEM and Climate Focused Clubs will be established before and after school to promote rigor, increase attendance, and promote a positive school climate. * Establishment of Waddell Scholar folder for each student | Discipline referrals, attendance reports, parent and student surveys, newsletters, websites, blue ribbons for attendance,  Competition registration, club contracts and club calendars | **School Leaders Demonstrate:**  Monitor Attendance and Discipline Reports, Present Blue Ribbons for Attendance, Acknowledge and celebrate appropriate student actions**.**  **Teachers Demonstrate:**  Classroom points for attendance and behavior, teacher use of mindset training, teacher will describe , explain and model attributes of Waddell Scholar, Creation of Essential Agreement  **Students Demonstrate:**  Students will assist in creation of Essential Agreement, will learn to acknowledge and celebrate positive attributes of fellow classmates, maintain essential agreements and club contracts  **Parents Demonstrate:**  Parents will sign Essential Agreement and promote positive attributes at home | Discipline Referrals, Attendance Data,  Focused Walks | | $600. to cover costs related to printing needed materials for SIP  $1,500. Materials to celebrate appropriate actions by students and faculty  $3,000. For purchase of Lego League School Kit, transportation and fees for academic and STEM-related competitions, and materials needed to support STEAM days and academic clubs. |

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

**(SWP 4)**

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| **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** |
| New Content Acquisition:  Advance Organizers, Graphic Organizers, Deepening Content that has been previously taught, Helping students examine similarities and differences in Writing | Week of Pre-Planning  August 4th | $250. – Printing and other consumables needed for training | Academic Coach and Administrators | Academic Coach, Administrators and Lead Teachers | Increased usage of our library, improvement in Lexile Scores, consistent use of GADOE Writing Rubrics and improved student writing. |
| 5-Star Classroom Training | Pre-Planning Week  August 4th | $200 – Printing and purchase of consumables needed for training | Dionne, Tew and Wilder | Administrators and Lead Teachers | Improvement in all academic areas due to increased attendance, fewer tardies and a reduction in office referrals |
| Deepening Content that has been previously taught: Summarizing and Notetaking along with Guided Reading/Close Reading; Complex Tasks: Problem Solving and Decision Making | October 17, 2016 | $5,000 for set of web tables (including charging station, carrying case and installation) and associated software | Academic Coach, Other District Personnel and Administrators | Academic Coach, Administrators and Lead Teachers | Increased usage of library materials, use of additional technology accessed with web tablets, lessons that align to DOK, increased reading test scores, and improvement in student behavior. |
| New Content Acquisition:  Think-Pair-Share and Jigsaw; Deepening Content that has been previously taught: Supporting Claims or Assertions with Evidence; Writing | January 9, 2017 | $600 – Purchase of Futures Channel Videos for school-wide use  $150. – Printing and other consumables needed for training | Academic Coach, Other District Personnel and Administrators | Academic Coach, Administrators and Lead Teacher | Deeper understanding and real-world connections to STEM content using Futures Channel Videos, increased scores in math and science |
| Additional Lexile Training | 10-10-16 | $0.00 | Academic Coaches & Teachers | Principal, Assistant Principal | Lexile Monitoring Tool |
| Using Writing Rubrics | September Faculty Meeting | $30.00 - Printing | Teachers | Academic Coaches | Student Work, Teacher Commentary, Scored Rubrics |
| Depth Of Knowledge Training | 9-30-16 | $50.00 – Printing | District Personnel | SIP Planning Members Phelps | Examples of DOK Level Questions |
| Mindset Training  (Behavior) | Pre-Planning Week | $0.00 | Mr. Wells | Principal | Fewer Discipline Referrals |
| Growth/Mindset Professional Development | August Faculty Meeting | $50.00 – Printing | SIP TEAM |  |  |

### Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. **Yes**

If no, explain:

List efforts to recruit highly qualified teachers to your school: Attend job fairs, carefully review resumes, and conduct interviews.

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 – [9](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