

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

NAME OF SCHOOL/PRINCIPAL:

KELLY AKIN

NAME OF DISTRICT/SUPERINTENDENT:

WAYNE RANDALL

- 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 _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

Name	Position/Role	Signature
Kelly Akin	Principal	
Tom Maxwell	Assistant Principal	
CJ Wilder	Assistant Principal	
Thesa Beatenbough	Academic Coach	
Dawn Osborne	Academic Coach	
Amy Cheek	7th grade	
Megan Ream	Connections	
Melanie Westbrook	6th grade	
Sonja Tanner	7th grade Parental Involvement	
Barrett Teal	Connections Parental Involvement	
Erin Schyck	8th grade Parental Involvement / Title I	
Amy Thomas	6th grade Parental Involvement	
Cher Breedlove	Parent	

Planning Committee Members (SWP 8, 16)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Improving literacy	We gathered data from our Reading Inventory (RI) screener (administered a minimum of three times per year), our Milestones scores, and our non-Student Growth Percentile (non-SGP) testing. For second-language learners, we also analyzed ACCESS test scores.	SLT team ESOL team Collaborative grade level teams Teachers Parents	Milestones scores RI scores/ Progress to College and Career reports The Middle Years information sheets Call-outs and e-mails
Improving school climate	We gathered data from our referral system, our PBIS system, and several survey results (PBIS survey, Olweus survey, GADOE survey, etc.).	SLT PBIS team Teachers Students Parents	The Middle Years information sheets Teens & Tweens meetings Student “Be The Pride” group Call-outs and e-mails

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

(SWP 2, 7, 9, 10) The number of students receiving PRIDE Card referrals will decrease from 274 to 247 for the 2016-2017 school year.

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		
<p>SC1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment.</p> <p>SC2: Establishes a culture of trust and respect that promotes interactions and a sense of community.</p> <p>SC4. Supports the personal growth and development of students.</p> <p>FCE3 Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students</p>	<p>All students, administration, PBIS team, teachers, parents</p>	<p>1. Continue to utilize Positive Behavior Interventions and Support (PBIS) school wide. Develop a student group for working directly with the PBIS team (currently called “Be The PRIDE”)(SWP 4)</p> <hr/> <p>2. Continue use of 7 Mindsets curriculum for 6th grade and implement the application portion of the program for 7th and 8th graders.</p> <hr/> <p>3. Revise the Parent-Student-Teacher Compact with regards to our focus on changing school culture and the terminology associated with that and hold the Annual Title I Parent meeting to disseminate information and set future plannings as needed. (SWP 2, 4, 7)</p>	<p>PRIDE card data Referral data Student surveys Reflection forms</p> <hr/> <p>Referral data Student surveys/ feedback Reflection forms</p> <hr/> <p>Parent, student, and teacher input through meetings, conversation, and surveys</p>	<p>School Leaders Demonstrate: Consistency in the PBIS/7 Mindsets mission and application of rewards/consequence Supply needed support and training materials</p> <p>Teachers Demonstrate: Consistency in the PBIS/7 Mindsets mission and application of rewards/consequence, signing compact.</p> <p>Students Demonstrate: Collecting Cub Cash and positive signatures, less PRIDE lunch marks, fewer referrals, signing compact.</p> <p>Parents Demonstrate: Understanding of the PRIDE acronym and the PRIDE Card. Support of PBIS strategies, signing compact.</p>	<p>1. The PBIS team will oversee implementation of the program with support from administration and teachers. They will have quality benchmarks, review PBIS card data and referrals, and create actions plans for behaviors tracked. The team meets monthly and provides frequent PL support (at least monthly if not more frequently)</p> <p>2. The Administration and counselors will oversee the implementation with teachers delivering instruction and parents supporting the instruction. They will analyze feedback and PRIDE card data to help pinpoint further training/issues that needs to be addressed.</p> <p>3. The Title I coordinator will oversee implementation with</p>	<p>1. Materials - PRIDE Card in student agendas and data tracking. Funding: in-house</p> <p>2. Materials - Online scripted lessons (7 Mindsets curriculum) Funding: in-house</p> <p>3. Materials - input sheets, online surveys, paper to print finalized copies. Funding: in-house</p>

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

(SWP 2, 7, 9, 10) By the end of the 2016-2017 school year, the percentage of FCMS students who score in the Advanced and Proficient range on the Reading Inventory, RI, will increase to 65% from 56%, which was the Advanced and Proficient range of RI from the 2015-2016 school year.

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		
<p>FCE4 Communicates academic expectations and current student achievement status to families.</p> <p>FCE5 Develops the capacity of families to use support strategies at home that will enhance academic achievement.</p> <p>SC3 Establishes a culture that supports the college and career readiness of students.</p> <p>I4 USes researched based instructional practices that positively impact student learning.</p>	<p>All students, teachers, administration, parents</p>	<p>1. Implement the literacy strategies of reciprocal teaching, listen-read-discuss, and quad-texts as well as continued use of PALS, close reads, and vocabulary strategies.</p> <hr/> <p>2. Provide training/materials to parents on how to support literacy outside of school. (SWP 7, 9)</p>	<p>RI scores, lessons plans that incorporate those strategies, Strategy Sign-Up Calendar for Observations</p> <hr/> <p>Training agendas and sign-in sheets, handouts of information,</p>	<p>School Leaders Demonstrate: Consistency in providing training and support for the literacy initiatives.</p> <p>Teachers Demonstrate: Consistency in delivering instruction using these research-based literacy strategies.</p> <p>Students Demonstrate: Adherence to strategy procedures, increasing reading time, and increasing understanding of content.</p> <p>Parents Demonstrate: Willingness to learn how to support literacy outside of school,</p>	<p>1. The administration will oversee implementation of strategy training and data collection on strategy use. Teachers will administer RI testing a minimum of 3 times a year.</p> <p>2. The administration, Title I coordinator, counselors, and parental involvement committee will oversee implementation of parent training programs.</p>	<p>1. Materials - facilitator training and teacher training. Funding: in-house</p> <p>2. Materials - paper for handouts, presentations for parent training times. Funding: in-house</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
				School Leaders Demonstrate: Teachers Demonstrate: Students Demonstrate: Parents Demonstrate:		

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
Goal 1.1: PBIS system Goal 1.2: 7 Mindsets Goal 1.3: PST Compact	1. On-going training and implementation 2. Beginning of year training for new teachers, ongoing implementation, weekly check-in points 3. By November 1	Currently, funding for all initiatives is in-house.	1. PBIS team, administration 2. Counselors, administration 3. Title I coordinator	1. Administration 2. Counselors, administration 3. Title I coordinator	1. PRIDE card data, referral data, survey data 2. PRIDE card data, referral data, survey data 3. Compact input documents, signed Parent- Student-Teacher Compacts
Goal 2.1: Literacy Goal 2.2 Parent training in literacy strategies	1. On-going training and implementation 2. On-going training opportunities	Currently, funding for all initiatives is in-house.	1. Administration (including academic coaches) 2. Title I coordinator and counselors	1. Administration 2. Title I coordinator and counselors	1. RI scores, Milestones scores, lesson plans 2. Training handouts, sign-in sheets, agendas

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. **__Yes - but some are provisional__** (Yes or no)

If no, explain.

Currently, according to state requirements, we do not have to designate staff as highly qualified.

List efforts to recruit highly qualified staff to your school.

Our only teachers who may not be considered highly qualified are currently working with provisional certificates with specific plans to obtain full clear renewable certification in their fields.

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>