## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

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| **NAME OF SCHOOL/PRINCIPAL:**  **GEORGE E. WASHINGTON ELEMENTARY/ DR. MAURICE A. BROWN** |
| **NAME OF DISTRICT/SUPERINTENDENT:**  **MERIWETHER COUNTY SCHOOLS/ DR. TIM DIXON** |
| *□ 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:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Title 1 Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Title 1 Schools only) |

|  |  |  |
| --- | --- | --- |
| Name | Position/Role | Signature |
| DR. MAURICE A. BROWN | Principal |  |
| LISA REEVES | Teacher |  |
| KERRI GETER | Teacher |  |
| KIM BROWN | Teacher |  |
| CRYSTAL BRANTLEY | Teacher |  |
| JESSICA SHAW | Teacher |  |
| LATANYA REEVES | Teacher |  |
| MEG SCOTT | Teacher |  |
| YVONNE SELLERS | Teacher |  |
| VICKIE MONTGOMERY | Parent Involvement Coordinator |  |
| TAMMY WHEELESS | Teacher/Sp. Ed |  |
| MELODY THURMAN | EIP |  |
| SHANNAH MABRY | ILT |  |
| CHANCE CARTWRIGHT | Asst. Principal |  |
| KWESI FRANCO | Counselor |  |

**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** |
| **Improve student mastery of the standards**  **Increase student attendance**  **Develop a Rigorous Curriculum for ALL**  **Increase parental involvement and buy in**  **Increase the development of education partnerships**  **Increase parent and community awareness**  **Improving School Safety**  **Increase operational effectiveness**  **Improving Budgeting Process**  **Grow highly effective faculty and staff**  **Empower teacher leaders**  **Increase professional learning opportunities in targeted areas** | **Common Formative Assessments**  **Georgia Milestone Results**  **CCRPI Results**  **Accelerated Reading**  **STAR Reading / Math Test Results**  **DIBELS**  **Attendance**  **Discipline Data**  **Title I surveys**  **School Climate Surveys**  **Teacher Needs Assessment Surveys**  **Parent Surveys** | **BST Members**  **Teachers**  **Teacher Assistants**  **Parents**  **Students**  **Community Stakeholders** | **Weekly Newsletters**  **One Call Now Phone Blasts**  **Emails**  **Conferences**  **Remind Texts**  **Phone Calls**  **Progress Reports**  **Report Cards**  **School Website**  **Student Agendas**  **County Newspapers**  **School Website**  **Facebook** |

## SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

**Strategic Plan Goal Area:** Excellence in Academic Achievement **(SWP 2, 7, 9, 10)**

**Strategic Plan Performance Objective:** Increase Student Mastery of the Standards:

**Measurable Goal(s)/Performance Target(s):**

## Increase % of students in third grade scoring within or above the Lexile Band (650L).

## Increase % of students in fifth grade scoring within or above the Lexile Band (850L).

**Increase % of students in fifth grade scoring Proficient or Distinguished on the GMAS EOG in ELA .**

## Increase % of students in third grade scoring Proficient or Distinguished on the GMAS EOG in ELA.

**Increase % of students in fourth grade scoring Proficient or Distinguished on the GMAS EOG in ELA.**

**Strategic Improvement Plan Goal Area: Excellence in Academic Achievement**

**Performance Objective: Improve Student Mastery of the Standards**

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| **⥸Performance Measures** (with unit of measure) | **Baseline** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
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| *Increase the percentage of students in Kindergarten who met or exceeded the composite score in DIBELS.* | *83%* | *85%* | *87%* | *90%* |
| *Increase the percentage of students in First Grade who met or exceeded the composite score on DIBELS.* | *38%* | *45%* | *50%* | *55%* |
| *Increase the percentage of students in Second Grade who met or exceeded the composite score on DIBELS.* | *20%* | *30%* | *40%* | *50%* |
| *Increase the percentage of students in Third Grade who met or exceeded the composite score on DIBELS.* | *40%* | *50%* | *55%* | *60%* |
| *Increase the percentage of students in Third Grade scoring within or above the LEXILE Band (⥸ 650L)* | *TBD* |  |  |  |
| *Increase the percentage of students in Fifth Grade scoring within or above the LEXILE Band (⥸ 850L)* | *TBD* |  |  |  |
| *Increase the percentage of students in Third Grade scoring proficient or distinguished in the GMAS in Math.* | *TBD* |  |  |  |
| *Increase the percentage of students in Fourth Grade scoring proficient or distinguished in the GMAS in Math.* | *TBD* |  |  |  |
| *Increase the percentage of students in Fifth Grade scoring proficient or distinguished in the GMAS in Math.* | *TBD* |  |  |  |
| *Increase the percentage of students in Third Grade scoring proficient or distinguished in the GMAS in ELA.* | *TBD* |  |  |  |
| *Increase the percentage of students in Fourth Grade scoring proficient or distinguished in the GMAS in ELA.* | *TBD* |  |  |  |
| *Increase the percentage of students in Fifth Grade scoring proficient or distinguished in the GMAS in ELA.* | *TBD* |  |  |  |
| *Increase the percentage of students in Kindergarten who meet or exceed the EOY Benchmark in Star Math.* | *FY17* | *TBD* | *TBD* | *TBD* |
| *Increase the percentage of students in First Grade who meet or exceed the EOY Benchmark in Star Math.* | *FY17* | *TBD* | *TBD* | *TBD* |
| *Increase the percentage of students in Second Grade who meet or exceed the EOY Benchmark in Star Math.* | *FY17* | *TBD* | *TBD* | *TBD* |
| *Increase the percentage of students in Third Grade who meet or exceed the EOY Benchmark in Star Math.* | *FY17* | *TBD* | *TBD* | *TBD* |

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| **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** | |
| Curriculum and Instruction | Curriculum and Instruction; Student, Family, and Community; Assessment | Implement Reading Street grades K-5  Implement My Sidewalks from Reading Street in all EIP and Tier 3 interventions  Provide Reading Street and My Sidewalks Professional Learning  Monthly DIBELS, STAR Reading, and AR data analysis within grade level data talks  Implement school-wide writing expectations  •Every 6 weeks students in K-5 Science/Social Studies will produce a specific writing piece utilizing a specific assigned genre.  •Create a calendar of genres for every 6 weeks.  •Assign rubrics to go along with the genres.  •Every 9 weeks, every ELA student will input a writing, based on the genre being studied for their unit, into Reading Street computer program.  Implement ELA Vertical Planning Monthly  •Data analysis of pre post assessments  Implement and maintain AR Incentive Plan    Monthly comprehension skills through daily teacher or student reading a story via video.  •Create a calendar of monthly comprehension skills with basic questions. Needs o be completed before school year starts.  •This will occur at the end of the day**.** The same video will be shown everyday to increase close reading and comprehension skills.  Implement standards based instruction  Implement STAR Reading  •Assessment completed in the computer lab  •BOY, MOY, EOY  Provide STAR Reading Professional Learning  Weekly Common Instructional Planning  Monthly PL on Close Reading Strategies for Scienceand Social Studies  •K-4 45 minute block of Reading  •5 will embed the strategies in their 90 minute block  Reading/ELA Professional Learning Opportunities  •Reading Endorsement  Increase Instructional Technology | Reading Street Materials  District Curriculum Documents  Title Funding Source  My Sidewalks Materials  Title Funding Source  Reading Street Trainers  Title Funding Source  Renaissance Learning  VPort  GOSA  Writing Rubrics  Laptops  District Curriculum Documents  Title Funding Source  Local Funding Source  GOSA | School Leaders Demonstrate: Improved performance during Classroom walkthroughs and TKES observations.  Teachers Demonstrate: Well planned standards based Lesson Plans  Improved performance on observations  Students Demonstrate: Improvement on Dibels Oral Fluency Results STAR Results Milestones Results  Knowledge of students Lexile Level, what they mean, and how to assist at home.  Parents Demonstrate: | | Monitor  student progress:  Dibels and STAR data at the beginning, middle, and end of the year  Review  Lesson Plans  Sign in sheets and agendas of professional learning  Monitor use of technology by students during observations and through lesson plans and data talks | Title I : Instructional Coach  GOSA reading Conference  Reading Street Consultant for PL.  Title I : K – 5th grade Reading Program |
|  |  |  | Incentive Awards  Folders  Charts  Incentive Stickers  High interest books  Local Funds- $250.00  Video Camera  Students  Teachers  High interest books  Calendar of monthly comprehension skills  RESA  District Curriculum and Instruction Department  SLDS  District Curriculum Documents  SBC Walkthrough checklist  Renaissance Learning  Computer Lab  Assessment  Schedule  Title Funds  Renaissance Learning  Laptops  Title Funds  Common Instructional Planning Schedule  Science and Social Studies Reading A-Z  Science/SS  Teachers- $600.00  Science and Social Studies Weekly  (K-5)- Use what we already have  Title Funds  RESA  Reading Endorsement- $4,500.00  Title II Funds  Brain Pop and Brain Pop Junior-  $2,295.00  Flocabulary- $1,600.00 | **School Leaders Demonstrate:**  **Teachers Demonstrate:**  **Students Demonstrate:**  **Parents Demonstrate:** |  | |  |

## SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

**Strategic Plan Goal Area: Excellence in Academic Achievement (SWP 2, 7, 9, 10)**

**Strategic Plan Performance Objective: Increase student mastery of the standards: GEWES will increase achievement in math.**

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| *Increase the percentage of students in Third Grade scoring proficient or distinguished in the GMAS in Math.* |
| *Increase the percentage of students in Fourth Grade scoring proficient or distinguished in the GMAS in Math.* |
| *Increase the percentage of students in Fifth Grade scoring proficient or distinguished in the GMAS in Math.* |
| *Increase the percentage of students in Kindergarten who meet or exceed the EOY Benchmark in Star Math.* |
| *Increase the percentage of students in First Grade who meet or exceed the EOY Benchmark in Star Math.* |
| *Increase the percentage of students in Second Grade who meet or exceed the EOY Benchmark in Star Math.* |
| *Increase the percentage of students in Third Grade who meet or exceed the EOY Benchmark in Star Math.* |

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| **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** | |
| Curriculum and Instruction | ALL | Implement standards based instruction  Utilize EngageNY as the main resource for teaching math strategies  Implement GEWES Vertical Math Number Sense Plan  Implement STAR Math  •Assessment completed in the computer lab  •BOY, MOY, EOY  Provide STAR Math Professional Learning  Increase Instructional Technology  •Supplemental Program (Splash Math, IXL, ST Math)  •Engaging instructional technology  Provide Columbus Regional Mathematics Collaborative Professional Learning for Algebraic Operations and Thinking.  Monthly Math Matters, Number Sense Probes, and STAR Math analysis within grade level data talks  Implement Math Vertical Planning Monthly  •Data analysis of pre post assessments  Weekly Common Planning  Math Professional Learning Opportunities  Name of Initiative: Science and Social Studies  District Leader Responsible for Oversight: Shannah Mabry  Action Steps  Implement standards based instruction  Increase the number of hands on science experiments  •One experiment per science unit | RESA  District Curriculum and Instruction Department  SLDS  District Curriculum Documents  SBC Walkthrough checklist  RESA  Math Manipulatives and instructional resources  Title Funds  Incentive Charts  Incentive Stickers  Paper for Probes and Homework  Vertical Math | **School Leaders Demonstrate:**  **Teachers Demonstrate:**  **Students Demonstrate:**  **Parents Demonstrate:** | Monitor use of technology by students during observations and through lesson plans and data talks  STAR Math Progress  Review monthly data from Math Matters, ST Math and Pre / Post test  Review students’ goals based on performance data  Lesson Plans | |  |

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| **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** | |
|  |  | Implement Science/SS Vertical Planning Monthly  •Data analysis of pre post assessments  Have at least 2 field studies or in house field trips for Science or Social Studies per grade level  Professional Learning on new Science and Social Studies Standards and concepts  Professional Learning on STEM, hands on experiment, and science concepts | Renaissance Learning  Computer Lab  Assessment Schedule  Title Funds  Renaissance Learning  Professional Learning  Laptops  Brain Pop and Brain Pop Junior-  $2,295.00  Flocabulary- $1,600.00  (Splash Math, IXL, ST Math)-  $4,500.00  Local Funds  Title 1 Funds  CRMC  Title II Funds- $2,700.00  Renaissance Learning  VPort  GOSA  Data Protocols  Vertical Planning Schedule  Common Planning Schedule  RESA  CRMC  Title II Funds  Name of Initiative: Science and Social Studies  District Leader Responsible for Oversight: Shannah Mabry  Resources  RESA  District Curriculum and Instruction Department  SLDS  District Curriculum Documents  SBC Walkthrough checklist  Science Instructional Resources  Science Experiment Materials- Allot $500 per grade level  Professional Learning Opportunities  TigTag- $200.00  Title Funds  Local Funds  Data Protocols  Vertical Planning  Schedule  List of field studies (in house and travel) created by vertical team  RESA  DOE  Title II Funds  RESA  Title II Funds | **School Leaders Demonstrate:** Improved performance during Classroom walkthroughs and TKES observations.  **Teachers Demonstrate:**  Well planned standards based Lesson Plans  Improved performance on observations  **Students Demonstrate:**  Improvement onDibels Oral Fluency Results STAR Results Milestones Results  Knowledge of students Lexile Level, what they mean, and how to assist at home.  **Parents Demonstrate:** |  | |  |

## SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

**Strategic Improvement Plan Goal Area: Excellence in Academic Achievement**

**Performance Objective: Develop a rigorous curriculum for all**

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| **Performance Measures** (with unit of measure) | **Baseline** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
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| *Increase the percentage of elementary school students with disabilities meeting subgroup performance targets on the CCRPI.* | *TBD* |  |  |  |
| *Increase the percentage of students scoring proficient or distinguished on the GMAS* | *TBD* |  |  |  |
| *Increases the percentage of students meeting typical and high growth* | *TBD* |  |  |  |
| *Increase the percentage of students receiving gifted services* | *4.3%* | *8%* | *12%* | *16%* |
| *Increase the percentage of students performing proficiently at the Tier 1 level of instruction.* | *TBD* |  |  |  |
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| **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** | |
| Curriculum and Instruction | Teachers | PL on Co-Teaching  The definition of co-teaching and understanding of the models  When it is appropriate to use the various models  Co-teacher partners model their lessons  Co-Teaching Walkthrough Rubric  Co-Teacher coaching session with instructional coach  Co-Teacher Teams Planning weekly  Paraprofessional training  Professional Learning opportunities for ensuring the Rigor of curriculum for all  Job embedded differentiation PL  Job embedded rigor PL  Project based PL  SBI PL  Hattie and Marzano work  9 most effective instructional strategies  Co-Teaching  Professional Learning opportunities for ensuring the Rigor of curriculum for all  Job embedded differentiation PL  Job embedded rigor PL  Project based PL  SBI PL  Hattie and Marzano work  9 most effective instructional strategies  Co-Teaching  Student-Centered Instruction  Metacognition and growth mindset  Vertical Planning for data analysis and student growth  Horizontal and vertical Curriculum and Unit Development- The Meriwether Way and Standards Based Instruction  Monthly Paraprofessional PL  Data  District initiatives: Thinking Maps, Reading Street, phonics, PBIS, etc | West GA RESA  Griffin RESA  Co-teacher books  Title II Teacher Stipend $2,250  Books - $450  Training Materials  Paraprofessional PL Calendar  Professional Learning Library | School Leaders Demonstrate:  Job embedded PL observed  Student data to support effectiveness of PL  TKES feedback / coaching sessions demonstrating teacher growth  Teachers Demonstrate:  Knowledge of individual student’s needs  Knowledge / expectation of the standards  Students Demonstrate:  Increased scores on Pre/post test  Increased fluency in reading and math  Understanding of expectations and performance levels based on exemplary work samples | Monitor student progress:  Dibels and STAR data at the beginning, middle, and end of the year  Monitor Pre / Post test data  Monitor math matters and reading fluency data  Review student work samples  Review student support plans  TKES feedback / coaching sessions  Review  Lesson Plans  Sign in sheets and agendas of professional learning | |  |

## SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

**Strategic Improvement Plan Goal Area: Organizational and Operational Effectiveness**

**Performance Objective: Improving School Safety**

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| **Performance Measures** (with unit of measure) | **Baseline** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
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| Decrease the number of all discipline referrals. | *139 Referrals*  **Or FY17** | *100 or TBD* | *90 or TBD* | *80 or TBD* |
| *Increase the percentage of parents who “strongly agree” or “somewhat agree” that their student is safe in school.* | *TBD* |  |  |  |
| Increase the percentage of students who “strongly agree” or “somewhat agree” that they attend a safe school. | *87.3 %* | *90 %* | *95%* | *97%* |
| *Increase the percentage of staff who “strongly agree” or “somewhat agree” that they work in a safe school.* | *97.4%* | *98 %* | *99 %* | *100 %* |

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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** |
| **(SWP 9)** | **Artifacts** | **Evidence** | |
| Planning and Organization  Instruction  School Culture  Professional Learning  School culture  Family and Community Engagement  Leadership  Planning and Organization | All  Bus Riders  Teachers  Parents  Custodial/Cafeteria Staff | School-wide rules posted in every classroom  All teachers will attend professional learning concerning deescalation training//positive relationship building training  Each teacher has a typed classroom management plan with rules (School-wide), procedures, and positive and negative (School-wide) consequences.  Each teacher has both a typed and posted positive incentive plan.  School-wide PBIS plan  School-wide Weekly, Monthly, Nine Weeks, and Semester Incentive Plan  Behavior data posted (fighting, classroom disruption, and disrespect) on each hallway and at the the main hallway for all grades.  Computer Lab rotations will do weekly value lessons.  Bullying Prevention  Monthly student award for exhibiting the value  Counselor guidance sessions K-5 Monthly  Value shout area on each hallway to show exhibiting monthly values  Parent newsletters and website for the monthly value | PBIS, Title I Funding (approx. 30 suggest printing at RESA or County Office)  Mr. Perry (from Greenville High School),  Title II Funding  PBIS, Title I Funding  (Teacher will use school resources such as computer, paper, etc)  PBIS, Title I Funding  (Teacher will use school resources such as computer, paper, etc)  PBIS,Title I Funding | **School Leaders Demonstrate:**  An understanding of areas to focus on discipline concerns  Less time devoted to discipline  **Teachers Demonstrate:**  An understanding of student triggers  Less disruption in classrooms  Effective use of a classroom management plan & individual BIP  **Parents Demonstrate:**  Understanding of behavioral expectations | Review BIP’s  Review Discipline data monthly  TKES observations / Positive Learning Environment  Monthly Bus checks / recognition of bus with fewest referrals  Recognition of grade level with fewest referrals  Individual student discipline data assigned a mentor | | PBIS RESA Assistance  SWIS  RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders |

## SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

**Strategic Improvement Plan Goal Area: Parent and Community Ownership**

**Performance Objective: Increase parental involvement and buy in**

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| **Performance Measures** (with unit of measure) | **Baseline** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
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| *Increase the number of parental attendance at school  events* | *FY 17* | TBD | TBD | TBD |
| *Increase the number of parent volunteers at school events* | *FY 17* | TBD | TBD | TBD |
| *Increase the number of parents completing the school climate survey* | *99* | 110 | 120 | 130 |
| *Increase the number of workshops for parents* | *FY 17* | TBD | TBD | TBD |

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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** |
| **(SWP 9)** | **Artifacts** | **Evidence** | |
| School culture  Family and Community Engagement  Planning and Organization | All  Parents  Community and Local Businesses | Identify courses based on data analysis of family needs  Develop curriculum to address the instructional  needs of parents to assist their student(s) academically  Bi-monthly implementation of developed curriculum  Bi-monthly evaluation of outcomes of parental participation at instructional events.  Designated Room Parent for each homeroom class P-5  Create more opportunities for volunteering  Ensure organized monthly PTO meetings occur with parents and teachers  Monthly planned grade level performance and presentations for PTO meetings  Monthly school-wide incentives for class with most participation at PTO meetings  Create parent interest survey to get officer nominations for PTO | Parent contact  Sign-up Sheet @ Open House/Registration  As needed  Paper (various colors)  Calendar of Events  Paper  Title I, Title II, Local funds  Paper  Ballot Box  Table at Registration/Open House  School Calendar  County Calendar  Laptops  Ipads  Computer Lab  Get donations from businesses  Local Funds  Technology  Paper  TBD  Paper  Technology  Speakers/Representative  Speakers/Representative  Title I, Title II, Local funds  Reflection Sheet  Infinite Campus  Laptops  Computer Lab | **School Leaders Demonstrate:**  Open communication with parents  A better representation of climate data  Decrease in student discipline  **Teachers Demonstrate:**  Easier and more effective communication with parents.  Decrease in classroom discipline  **Parents Demonstrate:**  Understanding of behavioral expectations | Monitor / Review parent participation in trainings / events  Review Discipline data monthly  TKES observations / Communication  Review Communication log in Infinite Campus  Individual student discipline data assigned a mentor  Parent Survey’s | |  |

**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** |
| PL on Co-Teaching   * The definition of co-teaching and understanding of the models | July 2016 - ongoing | Title II Teacher Stipend $2,250  Books - $450 | Title I Coach  Co-Teacher Teams  District Level Support | Monitor lesson plans to ensure co-teaching is being planned for appropriately  Monitor co-teaching in action to make sure teachers have a true understanding of what it means to co teach | Observations by administration  Lesson Planning  Peer review |
| Professional Learning opportunities for ensuring the Rigor of curriculum for all | Ongoing | Professional Learning Library  Title II - $500 | Title I Coach  Co-Teacher Teams  District Level Support | Monitor Instruction to Ensure Rigor is taking place consistently and effectively | Observation By Administration, peers, central office personnel  Lesson Plans  Student performance and work samples |
| Vertical Planning for data analysis and student growth | Ongoing | *NA* | Title I Coach  Teachers | Monitor Student growth across grade levels  Monitor all assessments given by teachers  Analyze student work performances and samples | Observation By Administration, peers, central office personnel  Lesson Plans  Student performance and work samples |
| Horizontal and vertical Curriculum and Unit Development- The Meriwether Way and Standards Based Instruction | Ongoing til May | NA | * Teachers * Instructional Coach * Administrators * County Office Personnel | Monitor that units are aligned and teachers are following the Meriwether Way Standards Based Instruction | Professional Learning Opportunities |
| Monthly Paraprofessional PL   * Data * District initiatives: Thinking Maps, Reading Street, phonics, PBIS, etc | Ongoing til May | NA | Paraprofessional | Responsibilities and Duties of a paraprofessional  PL Required for Paraprofessionals | Professional Learning Opportunities |

### Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. \_\_\_\_\_\_\_ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

### 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