## 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** |
|  |  |  |  |  |
| *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-5Implement My Sidewalks from Reading Street in all EIP and Tier 3 interventionsProvide Reading Street and My Sidewalks Professional LearningMonthly DIBELS, STAR Reading, and AR data analysis within grade level data talksImplement 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 assessmentsImplement 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 instructionImplement STAR Reading •Assessment completed in the computer lab•BOY, MOY, EOYProvide STAR Reading Professional LearningWeekly Common Instructional PlanningMonthly 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 blockReading/ELA Professional Learning Opportunities•Reading Endorsement Increase Instructional Technology | Reading Street MaterialsDistrict Curriculum DocumentsTitle Funding SourceMy Sidewalks MaterialsTitle Funding SourceReading Street TrainersTitle Funding SourceRenaissance LearningVPortGOSAWriting RubricsLaptopsDistrict Curriculum DocumentsTitle Funding SourceLocal Funding SourceGOSA | School Leaders Demonstrate: Improved performance during Classroom walkthroughs and TKES observations.Teachers Demonstrate: Well planned standards based Lesson Plans Improved performance on observationsStudents 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:  | Monitorstudent progress:Dibels and STAR data at the beginning, middle, and end of the year Review Lesson Plans Sign in sheets and agendas of professional learningMonitor use of technology by students during observations and through lesson plans and data talks | Title I : Instructional CoachGOSA reading ConferenceReading Street Consultant for PL.Title I : K – 5th grade Reading Program |
|  |  |  | Incentive AwardsFoldersChartsIncentive StickersHigh interest booksLocal Funds- $250.00 Video CameraStudentsTeachersHigh interest booksCalendar of monthly comprehension skillsRESADistrict Curriculum and Instruction DepartmentSLDS District Curriculum DocumentsSBC Walkthrough checklistRenaissance LearningComputer LabAssessment ScheduleTitle FundsRenaissance Learning LaptopsTitle FundsCommon Instructional Planning ScheduleScience and Social Studies Reading A-Z Science/SS Teachers- $600.00Science and Social Studies Weekly (K-5)- Use what we already haveTitle FundsRESAReading Endorsement- $4,500.00 Title II FundsBrain Pop and Brain Pop Junior- $2,295.00Flocabulary- $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 instructionUtilize EngageNY as the main resource for teaching math strategiesImplement GEWES Vertical Math Number Sense PlanImplement STAR Math •Assessment completed in the computer lab•BOY, MOY, EOYProvide STAR Math Professional LearningIncrease 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 talksImplement Math Vertical Planning Monthly•Data analysis of pre post assessmentsWeekly Common PlanningMath Professional Learning OpportunitiesName of Initiative: Science and Social StudiesDistrict Leader Responsible for Oversight: Shannah MabryAction StepsImplement standards based instructionIncrease the number of hands on science experiments•One experiment per science unit | RESADistrict Curriculum and Instruction DepartmentSLDS District Curriculum DocumentsSBC Walkthrough checklistRESAMath Manipulatives and instructional resourcesTitle FundsIncentive ChartsIncentive StickersPaper for Probes and HomeworkVertical Math  | **School Leaders Demonstrate:****Teachers Demonstrate:****Students Demonstrate:** **Parents Demonstrate:** | Monitor use of technology by students during observations and through lesson plans and data talksSTAR Math ProgressReview monthly data from Math Matters, ST Math and Pre / Post testReview students’ goals based on performance dataLesson 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 assessmentsHave at least 2 field studies or in house field trips for Science or Social Studies per grade levelProfessional Learning on new Science and Social Studies Standards and conceptsProfessional Learning on STEM, hands on experiment, and science concepts | Renaissance LearningComputer LabAssessment ScheduleTitle FundsRenaissance Learning Professional LearningLaptopsBrain Pop and Brain Pop Junior- $2,295.00Flocabulary- $1,600.00(Splash Math, IXL, ST Math)-$4,500.00Local FundsTitle 1 FundsCRMC Title II Funds- $2,700.00 Renaissance LearningVPortGOSAData ProtocolsVertical Planning ScheduleCommon Planning ScheduleRESACRMCTitle II FundsName of Initiative: Science and Social StudiesDistrict Leader Responsible for Oversight: Shannah MabryResourcesRESADistrict Curriculum and Instruction DepartmentSLDS District Curriculum DocumentsSBC Walkthrough checklistScience Instructional ResourcesScience Experiment Materials- Allot $500 per grade levelProfessional Learning OpportunitiesTigTag- $200.00Title FundsLocal FundsData ProtocolsVertical Planning ScheduleList of field studies (in house and travel) created by vertical teamRESADOETitle II FundsRESATitle 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-TeachingThe definition of co-teaching and understanding of the modelsWhen it is appropriate to use the various modelsCo-teacher partners model their lessonsCo-Teaching Walkthrough RubricCo-Teacher coaching session with instructional coachCo-Teacher Teams Planning weeklyParaprofessional trainingProfessional Learning opportunities for ensuring the Rigor of curriculum for allJob embedded differentiation PLJob embedded rigor PLProject based PLSBI PL Hattie and Marzano work9 most effective instructional strategiesCo-TeachingProfessional Learning opportunities for ensuring the Rigor of curriculum for allJob embedded differentiation PLJob embedded rigor PLProject based PLSBI PL Hattie and Marzano work9 most effective instructional strategiesCo-TeachingStudent-Centered InstructionMetacognition and growth mindsetVertical Planning for data analysis and student growthHorizontal and vertical Curriculum and Unit Development- The Meriwether Way and Standards Based InstructionMonthly Paraprofessional PLDataDistrict initiatives: Thinking Maps, Reading Street, phonics, PBIS, etc | West GA RESAGriffin RESACo-teacher booksTitle II Teacher Stipend $2,250Books - $450Training MaterialsParaprofessional PL CalendarProfessional Learning Library | School Leaders Demonstrate:Job embedded PL observedStudent data to support effectiveness of PLTKES feedback / coaching sessions demonstrating teacher growthTeachers Demonstrate:Knowledge of individual student’s needsKnowledge / expectation of the standardsStudents Demonstrate: Increased scores on Pre/post testIncreased fluency in reading and mathUnderstanding 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 dataMonitor math matters and reading fluency dataReview student work samplesReview student support plansTKES feedback / coaching sessionsReview 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** |
|  |  |  |  |  |
| 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 InstructionSchool CultureProfessional Learning School culture Family and Community EngagementLeadershipPlanning and Organization | AllBus RidersTeachersParents Custodial/Cafeteria Staff | School-wide rules posted in every classroomAll teachers will attend professional learning concerning deescalation training//positive relationship building trainingEach 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 planSchool-wide Weekly, Monthly, Nine Weeks, and Semester Incentive PlanBehavior 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 valueCounselor guidance sessions K-5 MonthlyValue shout area on each hallway to show exhibiting monthly valuesParent 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 concernsLess time devoted to discipline**Teachers Demonstrate:**An understanding of student triggersLess disruption in classroomsEffective use of a classroom management plan & individual BIP**Parents Demonstrate:**Understanding of behavioral expectations | Review BIP’sReview Discipline data monthly TKES observations / Positive Learning EnvironmentMonthly Bus checks / recognition of bus with fewest referralsRecognition of grade level with fewest referralsIndividual student discipline data assigned a mentor | PBIS RESA AssistanceSWIS RTI CoordinatorTitle I Instructional CoachCounselorCommunity 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** |
|  |  |  |  |  |
| *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 EngagementPlanning and Organization | All ParentsCommunity and Local Businesses | Identify courses based on data analysis of family needs Develop curriculum to address the instructionalneeds of parents to assist their student(s) academicallyBi-monthly implementation of developed curriculumBi-monthly evaluation of outcomes of parental participation at instructional events.Designated Room Parent for each homeroom class P-5Create more opportunities for volunteering Ensure organized monthly PTO meetings occur with parents and teachersMonthly planned grade level performance and presentations for PTO meetingsMonthly school-wide incentives for class with most participation at PTO meetingsCreate parent interest survey to get officer nominations for PTO | Parent contactSign-up Sheet @ Open House/RegistrationAs neededPaper (various colors)Calendar of EventsPaper Title I, Title II, Local fundsPaperBallot BoxTable at Registration/Open HouseSchool CalendarCounty CalendarLaptopsIpadsComputer LabGet donations from businessesLocal FundsTechnologyPaperTBDPaperTechnologySpeakers/RepresentativeSpeakers/RepresentativeTitle I, Title II, Local fundsReflection SheetInfinite CampusLaptopsComputer Lab | **School Leaders Demonstrate:**Open communication with parentsA better representation of climate dataDecrease 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 / eventsReview Discipline data monthly TKES observations / CommunicationReview Communication log in Infinite CampusIndividual student discipline data assigned a mentorParent 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 $2,250Books - $450 | Title I CoachCo-Teacher TeamsDistrict Level Support  | Monitor lesson plans to ensure co-teaching is being planned for appropriatelyMonitor co-teaching in action to make sure teachers have a true understanding of what it means to co teach | Observations by administrationLesson PlanningPeer review |
| Professional Learning opportunities for ensuring the Rigor of curriculum for all | Ongoing | Professional Learning LibraryTitle II - $500 | Title I CoachCo-Teacher TeamsDistrict Level Support  | Monitor Instruction to Ensure Rigor is taking place consistently and effectively | Observation By Administration, peers, central office personnelLesson PlansStudent performance and work samples |
| Vertical Planning for data analysis and student growth | Ongoing | *NA* | Title I CoachTeachers | Monitor Student growth across grade levelsMonitor all assessments given by teachersAnalyze student work performances and samples | Observation By Administration, peers, central office personnelLesson PlansStudent 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 paraprofessionalPL 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