## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

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| **NAME OF SCHOOL/PRINCIPAL:**  **Greenville High School / Thaddeus Jackson (High School)** |
| **NAME OF DISTRICT/SUPERINTENDENT:**  **Meriwether County/ Dr. Tim Dixon** |
| *□ Comprehensive Support School □ Targeted Support School* ***X*** *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) |

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| --- | --- | --- |
| Name | Position/Role | Signature |
| Thaddeus Jackson | Principal (High) |  |
| Russell Jeter | AP (High) |  |
| Gladys Birts | Counselor |  |
| Antonio Owens | Academic Coach |  |
| Makeisha Butler | Academic Coach |  |
| Brandy Perry | Lead Sped Teacher |  |
| Robert Parkerson | Teacher |  |
| Eric Poythress | Teacher |  |
| Vanessa Brown | Teacher |  |
| Tabatha Ford | Parent Involvement Coordinator (PIC) |  |
| Joshua Toombs | Parent |  |
| Nicole Hopson | Parent |  |

**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 \_\_Yes\_\_(Yes or No) School Designated as a Focus School \_\_\_\_\_\_\_ (Yes or 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** |
| |  | | --- | |  |   Increase the number of students scoring at developing learner or better on the Georgia Milestones Algebra I and GSE Geometry EOC by 10% points. | Common Formative Assessments  School Climate Surveys  Georgia Milestone Results  Discipline  Attendance  Academic Grades  Teacher Needs Assessment Surveys  Title I surveys  CCRPI Results  Student Engagement Walk-throughs | Administrators  IC  BST Members  Teachers  Teacher Assistants  Parents  Students  Community Stakeholders | Newsletters  School Website  E-Mails  One Call Now  Phone Calls  Remind Text  Progress Reports  Reports Cards  Conferences |
| Increase % of students in American Literature scoring within or above the Lexile Band (> 1275L) by 10% in the 2016/2017 school year. | Common Formative Assessments  School Climate Surveys  Georgia Milestone Results  Discipline  Attendance  Academic Grades  Teacher Needs Assessment Surveys  Title I surveys  CCRPI Results  Student Engagement Walk-throughs | BST Team  Students  Teachers  Parents | Newsletters  School Website  E-Mails  One Call Now  Phone Calls  Remind Text  Progress Reports  Reports Cards  Conferences |
| Increase the number of classrooms that effectively use technology during class. | Common Formative Assessments  School Climate Surveys  Georgia Milestone Results  Discipline  Attendance  Teacher Needs Assessment Surveys  Title I surveys  Academic Grades  CCRPI Results  Student Engagement Walk-throughs | Administrators  IC  BST Members  Teachers  Teacher Assistants  Parents  Students  Community Stakeholders | Newsletters  School Website  E-Mails  One Call Now  Phone Calls  Remind Text  Progress Reports  Reports Cards  Conferences |
| Increase the Number of Teachers using Data to Drive Instruction | Common Formative Assessments  School Climate Surveys  Georgia Milestone Results  Discipline  Attendance  Teacher Needs Assessment Surveys  Title I surveys  CCRPI Results  Academic Grades  Student Engagement Walk-throughs | Administrators  IC  BST Members  Teachers  Teacher Assistants  Parents  Students  Community Stakeholders | Newsletters  School Website  E-Mails  One Call Now  Phone Calls  Remind Text  Progress Reports  Reports Cards  Conferences |
| Increase the number of classrooms that have a rigorous curriculum for ALL. | GA Standards of Excellence (GSE)  Common Formative Assessments  Georgia Milestone Results  CCRPI Results  Teacher Needs Assessment Surveys  Academic Grades | Administrators  IC  BST Members  Teachers  Teacher Assistants  Parents  Students  Community Stakeholders | Progress Reports  Report Cards  Conferences  Emails  Phone Calls  Student Agendas  Newsletters  One Call Now Phone Blasts |
| Increase parent/family engagement by increasing the number of academic focused parental involvement activities by 5. | Title I Parent surveys  School Climate Surveys | Administrators  IC  BST Members  Teachers  Teacher Assistants  Parents  Students  Community Stakeholders  PIC  School Council | Progress Reports  Report Cards  Conferences  Emails  Phone Calls  Student Agendas  Newsletters  One Call Now Phone Blasts  Newspaper |
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## SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

**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 American Literature scoring within or above the Lexile Band (> 1275L) by 10% in the 2016/2017 school year.
* **% of students scoring at or above Lexile Band:**

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| --- | --- | --- | --- |
|  | **2015-2016 Baseline Data** | **Target 2016-2017** | **2017-2018** |
| **American Lit** | 26.8 | 40 |  |

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

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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** | |  |
| Curriculum 1,2,3  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | Am Lit students  Am Lit (ELA) Teachers | Train Faculty and Staff on how to use Lexile Levels to guide instruction. | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **School Leaders Demonstrate** Knowledge of students Lexile Level.  **Teachers Demonstrate:** Knowledge of students Lexile Level.  **Students Demonstrate:** Improvement onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Sign in sheets and agendas of professional learning – **IC’s** | | Title I – Instructional Coach  Title II – Job Embedded local PL (subs / materials) $1500.00  Title I Technology Specialist |
| Curriculum 1,2,3  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Family Engagement 1,2,3,4,5  School Culture 2,3,4 | All students  All Teachers  Parents | Inform parents about Lexile levels through meetings, website, and newsletters | \*Assessment of and for learning  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Student work  Assessments  \*Student Data  \*Parent Professional learning sign in sheets | **School Leaders Demonstrate:** Improved performance during Classroom walkthroughs and TKES observations.  **Teachers Demonstrate:** Well planned standards based Lesson Plans  **Students Demonstrate:** Improvement onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning – **IC’s** | | Title I – Instructional Coach  Title II – Job Embedded local PL (materials) $1500.00  Parent Involvement Coordinator  Title I Technology Specialist |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | ELA students  ELA Teachers | Job embedded Professional learning for balanced literacy | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **School Leaders Demonstrate** Knowledge of students Lexile Level.  **Teachers Demonstrate:** Knowledge of students Lexile Level.  **Students Demonstrate:** Improvement onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning – **IC’s** | | Title I – Instructional Coach  Title II – Job Embedded local PL (subs / materials) $1500.00  Title I Technology Specialist  Router - $500 Title I |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | ELA students  ELA Teachers | After school support for reading and if funds are available | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **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 onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review  Lesson Plans – **IC’s**  Students’ after school attendance - **Admin**  Progress monitoring results - **Admin** | | Title I – Instructional Coach  Title I- $3455.00  SIG 1003(a)- $4500.00 |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All Teachers  All Students | Instructional Technology Training | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **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 onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of programs students use, what they mean, and how to assist at home. | Monitor use of technology by the teachers and students during observations and through lesson plans and data talks - **Admin** | | Title I – Instructional Coach  Title II – Job Embedded local PL (subs / materials) $1500.00  Title I Technology Specialist |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All students | Increase Student use of technology | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **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 onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of programs students use, what they mean, and how to assist at home. | Monitor use of technology by students during observations and through lesson plans and data talks - **Admin** | | IXL- SIG 1003a -$3,000  Study Island – SIG 1003a-$3000  Title I – Instructional Coach  RTI Coordinator  Title I Technology Specialist  Smartboard - $4,080 – Title I  Laptops - $18,500- SIG 1003a  Fly cameras - $3,600 – Title I |

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

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

**Strategic Plan Performance Objective:** Develop a Rigorous and Consistent Curriculum for All

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

* Increase the number of students scoring at developing learner or better on the Georgia Milestones Algebra I and GSE Geometry EOC by 10% points

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|  | 2015 – 2016 Baseline | 2016 – 2017 Goal | 2017/2018 Goal |
| Algebra I | 19 | 23.8 |  |
| Geometry | NA | 9.2 |  |

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

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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** | |  |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All SWD  Teachers | PL for Co-teachers and paraprofessionals:  \*Lesson Planning (Co-Planning)  \*Strategies for Struggling Learners  \*Data Analysis  \*Observation Form | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **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 Pre / Post test data - **Admin**  Review student work samples - **Teachers**  Review student support plans - **Admin**  TKES feedback / coaching sessions – **IC’s**  Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning - **Admin** | | Title I – Instructional Coach  Title II – Job Embedded local PL (subs / materials) $1500.00  Title I Technology Specialist  SPED Director  Material/Supplies- SIG 1003a - $2,000 |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All SWD  Teachers | Monitor lesson plans and instructional delivery of co-taught classrooms.  \*Looking at the co-teaching model  \*Interventions plans  \*Reteach/ retest results | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **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 | TKES feedback / coaching sessions – **IC’s**  Review  Lesson Plans – **IC’s** | | Title I – Instructional Coach |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All SWD  Teachers | Analyze student data scoring in the lowest 25th percentile, and create a student support plan with targeted interventions based on student data. | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **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 Pre / Post test data - **Admin**  Review student work samples - **Teachers**  Review student support plans - **Admin**  TKES feedback / coaching sessions – **IC’s**  Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning - **Admin** | | Title I – Instructional Coach  RTI Coordinator  Supplies/Material- SIG 1003a - $1000  Saturday School Staff- $3,500 (SIG 1003a) |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | Math students  Math Teachers | After school support for math if funds are available | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **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 onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review  Lesson Plans – **IC’s**  Students’ after school attendance - **Admin**  Progress monitoring results - **Admin** | | Title I – Instructional Coach  Title I- $3455.00  SIG 1003(a)- $4500.00 |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | Math students  Math Teachers | Summer school support for math if funds are available | \*Assessment of and for learning  \*Teacher position  \*EOC, SLO, PSAT, RTI, ACT, SAT  \*Collaborative Planning Agendas  \*Student work  Assessments  \*Student Data  \*Professional learning logs  \*Professional learning sign in sheets | **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 onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review  Lesson Plans – **IC’s**  Students’ after school attendance - **Admin**  Progress monitoring results - **Admin** | | Title I – Instructional Coach  Title I- $3,345  SIG 1003(a)- 12,000  Consumables - $260 – Title I |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | Math students  Math Teachers | Saturday school focusing on math tutoring. |  | **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 onMilestones Results, increased Lexile scores  **Parents Demonstrate:**  Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review  Lesson Plans – **IC’s**  Students’ after school attendance - **Admin**  Progress monitoring results - **Admin** | | Title I – Instructional Coach  Title I- $3,345  SIG 1003(a)- $3,500 |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All SWD  Teachers | Monitor lesson plans and instructional delivery for differentiated instruction as well as higher order thinking questions, activities, and performance based assignments. | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **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 Pre / Post test data - **Admin**  Review student work samples - **Teachers**  Review student support plans - **Admin**  TKES feedback / coaching sessions – **IC’s**  Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning - **Admin** | | Title I – Instructional Coach  Math Manipulatives - $14,000 (SIG 1003a) |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All SWD  Teachers | Monthly grade level PL on assessing student work in order to guarantee the appropriate level of rigor is expected. | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **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 Pre / Post test data - **Admin**  Review student work samples - **Teachers**  Review student support plans - **Admin**  TKES feedback / coaching sessions – **IC’s**  Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning - **Admin** | | Title I – Instructional Coach  Title II – Job Embedded local PL ( materials) $1500.00  Material/Supplies – SIG 1003a - $1,000 |
| Curriculum 1,2,3  Assessment 1,2,3.4.5  Instruction 1,2,3,4,5,6,7,9  Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  School Culture 2,3,4 | All SWD  Teachers | Set up Professional Learning:   * Maximizing the Instructional Time * Differentiated Instruction * Instructional Technology * Higher Order Thinking Questioning PL | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **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 Pre / Post test data - **Admin**  Review student work samples - **Teachers**  Review student support plans - **Admin**  TKES feedback / coaching sessions – **IC’s**  Review  Lesson Plans – **IC’s**  Sign in sheets and agendas of professional learning - **Admin** | | Title I – Instructional Coach  Title II – Job Embedded local PL (subs / materials) $1500.00 |

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

**Strategic Plan Goal Area:** Parent and Community Ownership **(SWP 2, 7, 9, 10)**

**Strategic Plan Performance Objective:** Increase Parental Involvement

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

* Increase the number of parents completing the School Climate Survey from 97 to 130.
* Increase the number of academic focused parental involvement activities in a school year by 5.
* Increase the number of parents using the parent portal for the 2016/2017 school year by 5%.

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

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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** | |  |
| Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Provide stations at open house that will allow parents to sign up for Remind and Infinite Campus. | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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- **PIC**  Review Discipline data monthly - **Admin**  TKES observations / Communication - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  One Call Now  Web Site Coordinator  Parent Involvement Coordinator |
| Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Develop a Mentoring Program made up of community leaders and members. | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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 | Review Discipline data monthly - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator  Parent Involvement Coordinator |
| Professional Learning 1,2,3,4,5,6  Leadership 1,2,3,4,5,6,7,8  Planning 1,2,3,4,5  Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Work with Instructional Technology to assist in training for Infinite Campus, Title I Survey, School Climate Survey, and ways to incorporate student use of technology at home. | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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- **PIC**  Review Discipline data monthly - **Admin**  TKES observations / Communication - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator  Parent Involvement Coordinator  Title I Technology Specialist |
| Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Plan family engagement outreach events at school and in our community. | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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- **PIC**  Review Discipline data monthly - **Admin**  TKES observations / Communication - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator  Parent Involvement Coordinator |
| Leadership 1,2,3,4,5,6,7,8  Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Minimum of 2 positive phone calls home per month per teacher. | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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- **PIC**  Review Discipline data monthly - **Admin**  TKES observations / Communication - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator  Parent Involvement Coordinator |
| Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Advertise all trainings through newspaper, web site, newsletters, social media, and One Call Now. | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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- **PIC**  Review Discipline data monthly - **Admin**  TKES observations / Communication - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator  Parent Involvement Coordinator |
| Family Engagement 1,2,3,4,5  School Culture 2,3,4 | Students  Parents  Community Members  Teachers | Do a Staff Culture Surveys | Sign in sheets and agendas  Sign in sheets for visiting mentors  Letter to parents/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus | **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 | Review Discipline data monthly – **Admin**  Review Teacher Attendance data monthly - **Admin**  TKES observations / Communication - **Admin**  Review Communication log in Infinite Campus - **Admin**  Individual student discipline data assigned a mentor - **Counselor** | | RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator |

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

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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** |
| Instructional Technology Training | September 2016 – May 2017  Monthly Trainings | None | Title I Instructional Technology Specialist | Increased use of students utilizing technology during observations and review of lesson plans | Lesson plans, sign in sheets, agendas, student work |
| Creating an Academically Challenging Environment | September 2016 | Title II - $6000.00  Supplement for Saturday PL | Principal, Assistant Principals, Instructional Coach | TKES Walkthroughs and Observations – Improvement in utilizing instructional time  Implementation of HOTS questions / activities  Student Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation |
| Differentiated Instruction | October 2016 | Title II - $6000.00 Supplement for Saturday PL | Title I Instructional Coach , Principal, Assistant Principals | TKES Walkthroughs and Observations – Increase in Tier I Differentiation  Lesson Plans  Student Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation / Student Groups |
| Higher Order Thinking Questioning PL | October 2016 | None | DOE SIS, Principals, Assistant Principals | Walkthroughs, Implementation of effective questioning reaching all students. | Observations, TKES formative and summative, increased student formative and summative assessment results. |

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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** |

**(SWP 4)**

### Highly Qualified Staff

(SWP 3, 5)

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

If no, explain

List efforts to recruit highly qualified teachers to your school.

The Meriwether County School System’s Personnel Department posts vacancies on the Teach Georgia website (www.teachgeorgia.org). District and school personnel attend various college job fairs and give interested persons a literature detailing the mission, vision and values of the Meriwether County School System.

New teachers are assigned a building-level mentor who meets with them regularly, observes in their classroom, and provides feedback.. The new teachers also observe the mentor’s classroom.

### 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