



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

NAME OF SCHOOL/PRINCIPAL:

Willie A. Gibson

NAME OF DISTRICT/SUPERINTENDENT:

Emanuel County/Dr. Kevin Judy

- Comprehensive Support School* *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____
(Title 1 Schools only)	

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Kay Beal	Teacher	
Michelle Fondren	Teacher	
Teresa Bright	Teacher	
Megan Davis	Teacher	
Kristy Clemens	Teacher	
Russell Johnson	Teacher	
Gene Hundley	Teacher	
April Mason	Teacher	
Willie Gibson	Principal	
Donna Godowns	Assistant Principal	
Darlene Jordan	Instructional Coach	
Jamie Johnson	Counselor	
Allison Hood	Media Specialist	

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: _____

School Designated as a Priority School _____ (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)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Literacy	Parent Survey Community/Business Survey MAP Assessment Georgia Milestones Unit Assessment (Data Director) Student Learning Objectives I-Ready Local Assessments CCRPI SLOs	Instructional Coach SILT Team Teachers	School Council School Website FaceBook One Call Twitter Newsletters
Technology Integration	MAP I-Ready Milestones results CCRPI SLOs Local Assessments Technology Needs Assessment	Instructional Coach SILT Team Teachers	School Council School Website FaceBook One Call Twitter Newsletters

Division of School and District Effectiveness | School Improvement PLAN

Professional Development	Content Literacy-(RESA) TKES Results Local Observation Instruments	Instructional Coach SILT Team Teachers	Class Newsletters Teachers Websites School Council School Website FaceBook
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SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Decrease the number of students scoring in the below level in reading from 55% to 49%.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP6-8)</i>	Action /Strategies Include description of SWP 6-8)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards.</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning.</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets. TKES: Standards 1-8</p>	All SMS Stakeholders.	<p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> • Collaborative planning that uses structured protocols and produces effective lesson plans. • Delivery of Georgia Standards of Excellence (GSE)(TKES) • Utilization of assessment data to ensure teaching and learning aligns to GSE. • Utilized Data Notebooks and Data Talks to implement and monitor interventions. • Continue to implement and monitor Co-taught and Self-Contained classrooms. <p>Monitor, provide feedback and support the implementation of:</p> <ul style="list-style-type: none"> • Designing effective, student based instruction. • Delivering high-quality, students centered instruction. • Promoting high levels of student’s engagement. • Implementing a variety of researched-based instructional strategies. <p>Analyze evidence and provide effective feedback on learning targets.</p> <ul style="list-style-type: none"> • Ensure teachers know how to use methods of assessment formatively in order to analyze evidence of student learning. • Monitor the implementation of effective feedback strategies and the process how to provide effective feedback to students. 	<p>Display of Daily Learning Target, Posted Standards, Lesson Plans, Collaborative Planning Minutes, Individual Student Progress, Data Forms, Professional Learning Logs, Conference Area in all Classrooms.</p>	<p>School Leaders Demonstrate: Knowledge of implementation status for actions, strategies, and interventions in the school improvement plan. Clear understanding of researched-based instructional and formative assessment strategies.</p> <p>Teachers Demonstrate: Understanding specific instructional strategies that meet the individual needs of each student. Awareness and internalization of what is expected during collaborative planning.</p> <p>Students Demonstrate: Knowledge of what they need to understand and be able to do to meet standards.</p> <p>Parents Demonstrate: Knowledge of what their child needs to understand and be able to do to meet standards.</p>	<p>Weekly collaborative planning observation by School Leaders providing specific feedback to teachers as aligned to the expectations during collaborative planning norms.</p> <p>Monthly data reports to SILT team concerning students’ progress in Literacy targeting those students in the lowest quartile.</p> <p>Monthly data reports form students participating in the FLP program, RTI Tier 2 and 3, and Gifted Program progress notes to the SILT team.</p> <p>Ongoing training for teacher’s implantation of researched-based instructional strategies, providing effective feedback and analyzing student data.</p>	<p>Title 1 \$ TBA</p> <p>Use funds for specific instructional training in the area of Literacy and Professional Learning around RTI and Assessment Best Practices.</p>

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

Teacher can use technology to enhance learning for SMS students.

(SWP 2, 7, 9, 10)

Teacher Keys Standards:	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		
Standards 1-8		<p>Monitor and support the implementation of technology to:</p> <ul style="list-style-type: none"> Enhance direct instruction and individual seat work. Facilitate higher order learning activities that may not have been possible without the use of technology. Allow flexible, varied and self-directed learning activities Encourage innovative learning activities that support connection to the lives of the students and the world beyond the instructional setting. 	<p>Student Electronic Portfolios, Lesson Plans, Collaborative Planning Minutes and Projects.</p>	<p>School Leaders Demonstrate: Knowledge of various technological tool available as SMS. Teachers Demonstrate: Understanding of the use of technology to set goals, plan activities, monitor student progress, and evaluate results. Students Demonstrate: Knowledge of technology to link learning activities to the world beyond the instructional setting. Parents Demonstrate: Knowledge of what technology is assessable to their child to assist them with meeting and or exceeding standards.</p>	<p>Scheduled and unscheduled classroom observation.</p> <p>Monthly Focus Walks for technology use.</p> <p>Monthly feedback to SILT team related to technology use and concerns.</p>	<p>Title 1 \$ TBA Use funds for specific instructional training in the area of technology.</p> <p>Professional Learning for Instructional Technology implementation.</p>

Implement professional learning centered on Swainsboro Middle school needs.

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

(SWP 6-8 grades)

Teacher Keys Standards:	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		
Standards 1-10.		Monitor and support the implementation of Professional Learning to: <ul style="list-style-type: none"> • Focus on Literacy Needs. • Increase the usage of technology to drive instruction. • Differentiate Instructional Needs for Teachers. • Analyze Evidence of students work and Provide Effective Feedback. 	Teacher Observation. Anecdotal Records/Chart/Logs Student Reflection Teacher Reflection. Lesson Plans Professional Learning Agendas Progress Reports and Report Cards. Professional Learning Calendar.	School Leaders Demonstrate: Knowledge of Professional Learning Needs within the building and provide a Professional Learning Calendar. Teachers Demonstrate: Knowledge gained from Professional Learning sessions by implementing Professional Learning Target. Students Demonstrate: Improved assessment scores and mastery of standards. Parents Demonstrate: Knowledge of the impact of professional learning through their child's academic growth.	Focus Walks Peer Observation of Implementation. Exemplars related to Professional Learning Monthly feedback to SILT team related to Professional Learning.	Title 1 \$ TBA Use funds for specific instructional training in the area of technology, literacy and Professional Learning needs.

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Content Literacy	Monthly PLT Meetings	TBD	Instructional Coach, SMS Administration and CSRA RESA	Observations and Agendas. Lesson Plans	Exemplars, Lesson Plans and Formative and Summative Assessments
-Technology strategies -Tier 1, 2 and 3 strategies)	Monthly Meeting	more technology- 1 or 2 more Chromebook carts \$18,000; Kindles/Ipads- \$5,000 -Software renewals- \$5000 Additional Software?		Observations Lesson Plans Attendance/Minutes at PLC meetings (IC)	MAP Milestones IReady
Professional Development -Researched Based Instructional Strategies -RTI -Co-Teaching Models -TKES -Gifted Strategies	Will be Differentiated and given as needed.	TBD	Instructional Coach, SMS Administration and CSRA RESA	Observations and Agendas. Lesson Plans	MAP Milestones IReady Exemplars, Lesson Plans and Formative and Summative Assessments

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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>