

MUSCOGEE COUNTY SCHOOL DISTRICT

SCHOOL IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

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| School: | North Columbus Elementary School |
| Principal: | Gayla Childs |
| District: | Muscogee County School District |
| Superintendent: | Dr. David F. Lewis |

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| Title I | x |
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| Targeted Assistance Program | |
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| Signatures | | |
|---|-------|------|
| Principal: | _____ | DATE |
| Region Chief: | _____ | DATE |
| Executive Director of Federal Programs: | _____ | DATE |

Planning Committee Members (SWP 8, 16)

| NAME | POSITION/ROLE | SIGNATURE |
|------------------|---------------------------|-----------|
| Gayla Childs | Principal | |
| Quleria Person | Assistant Principal | |
| Jessica Seymour | Special Education Teacher | |
| Gary DeLoach | 5th Grade Teacher | |
| Haley Cross | 4th Grade Teacher | |
| Suzanne Tabor | 3rd Grade Teacher | |
| Ebony Robinson | 3rd Grade Teacher | |
| Katherine Newman | 2nd Grade Teacher | |
| Candace Lockhart | 2nd Grade Teacher | |
| Cynthia Huffman | 1st Grade Teacher | |
| Sharon Dufrene | Kindergarten Teacher | |
| Chelsey Sawyer | Counselor | |
| Diane Trotter | Parent | |
| Debbie Whatley | CSU/PDS Representative | |
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Needs Assessment/Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

| PRIORITIZED NEEDS | DATA SOURCE | PARTICIPANTS INVOLVED | COMMUNICATION TO PARENTS/STAKEHOLDERS |
|---|--|---|---|
| <p>Improve differentiating instructional practices in literacy. Emphasis will be placed on increasing reading Lexile scores and writing skills.</p> | <p>(3rd-5th) GMAS Assessment (reading and writing subtest) (K-2nd) SGM Pre and Post Assessment (Aug and May) (K-2nd) SMARTY Ants (3rd-5th) Achieve 3000 (K-5) Reading Wonders benchmark tests (Quarterly)</p> | <p>All students enrolled at NCES 65% of the 2017-2018 school year</p> | <p>Parent Conferences, student conferences, individual student data reports, Tier Process, progress report, report card</p> |
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SMART GOAL #1 - School Climate Goal (SWP 2, 7, 9, 10)

(Specific, Measurable, Attainable, Relevant, & Time-Bound)

Goal: By May 2018, 100% of the staff will be trained in relationship-building strategies with 85% implementing them effectively.

| GSPS* | Group Impacted | Actions/Strategies | Evaluation of Implementation & Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source &/or Resources |
|--|--|---|--|---|---|--|
| | | | Artifacts | Evidence | | |
| <p>School Culture Standard 4: Supports the personal growth and development of students.</p> <p>School Culture Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff.</p> <p>Family and Community Engagement Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders.</p> <p>Leadership Standard 6: Establishes and supports a data-driven school leadership team</p> | <p>All teachers, students, and parents</p> | <p>Teachers will provide monthly student recognition for having no absences and no tardies.</p> <p>After 3 unexcused absences a teacher or administrator will contact a parent/guardian.</p> <p>Grade Level Competitions will be conducted monthly.</p> <p>Attendance clerk/assigned social worker will send home absence letters after 3, 5, 7, and 10 unexcused absences.</p> <p>Administration will recognize teachers with quarterly incentives for perfect attendance.</p> <p>Administration will recognize teachers with 3 or fewer absences within the first semester.</p> <p>Administration will recognize teachers with 5 or fewer absences at the end of the school year.</p> | <p>Daily Attendance Reports</p> <p>Banner</p> <p>Individual Student Incentives</p> <p>Perfect Attendance yearly award</p> <p>Individual teacher incentives</p> | <p>School Leaders Demonstrate: School leaders will run/monitor daily attendance reports, maintain letter logs, and provide incentives.</p> <p>Teachers Demonstrate: Teachers will take daily attendance, keep records of student absences, contact a parent/guardian after 2 consecutive absences, and conference with students after absences.</p> <p>Students Demonstrate: Students will demonstrate peer encouragement to promote attendance.</p> <p>Parents Demonstrate: Parents will demonstrate responsibility by bringing child to school on time every day,</p> | <p>Daily Attendance Reports</p> <p>Logging parent contact in infinite campus</p> <p>Letters</p> | <p>Approx. \$200/month from PTO/ General Activity Fund</p> <p>Approx. \$8,000 from PTO/General Activity Fund</p> |

SMART GOAL #2 - Instructional Goal (SWP 2, 7, 9, 10)

(Specific, Measurable, Attainable, Relevant, & Time-Bound)

Goal: By May 2018, 100% of the staff will be trained in differentiation strategies with 85% implementing them effectively.

| GSPS* | Group Impacted | Actions/Strategies | Evaluation of Implementation & Impact on Student Learning | | Monitoring Actions of Implementation | Estimated Cost, Funding Source &/or Resources |
|--|----------------|--|--|--|---|--|
| | | | Artifacts | Evidence | | |
| <p>CS1: Uses systematic collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.</p> <p>CS3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.</p> <p>AS2: Uses a balanced system of assessments including diagnostic, formative, and summative to</p> | K-5 | <p>Teachers will participate in professional development related research-based strategies that differentiates the content, process, product, and learning environment.</p> <p>The Reading Wonders program and Smarty Ants/Achieve 3000 will be utilized to develop growth of comprehension, vocabulary, and writing skills.</p> <p>Teachers will utilize literary texts to develop student vocabulary and comprehension.</p> <p>Writing across the curriculum will be implemented to provide ample opportunity for students to acquire necessary writing skills.</p> <p>Teachers will select/post monthly exemplary writing pieces.</p> <p>Teachers will utilize research-based resources from various educational websites and resources provided via Canvas.</p> <p>Teachers will collaborate and share with colleagues intermittently throughout the school year.</p> <p>Teachers will bring samples of work and assignments demonstrating various levels of differentiation and depths of knowledge.</p> <p><u>Strategic Action Plan for Targeted Assistance Program (TAP):</u> a. All students in grades 3-5 will receive supplemental education services during the school day in the area of English Language Arts. Each grade level will be supported by a professionally qualified Title I part-time intervention teacher who</p> | <p>Georgia Milestones Results</p> <p>SGMs Post Results</p> <p>Benchmark Assessment System (BAS)</p> <p>Lesson Plans (weekly)</p> <p>Literary texts i.e. book in a bag, library books, Reading Wonders texts, and other online texts)</p> <p>Smarty Ants/Achieve 3000</p> <p>Reading Wonder assessments</p> <p>Monthly writing pieces</p> <p>Work Samples</p> | <p>School Leaders Demonstrate: School leaders will attend data team meetings and monitor grade level minutes, student data, Smarty Ants/Achieve 3000 reports, and BAS.</p> <p>Teachers Demonstrate: Teachers will collect data, analyze data during weekly data team meetings, monitor student progress, and reteach/remediate students based on progression.</p> <p>Students Demonstrate: Students will demonstrate progression towards fluency on sight word lists, increased vocabulary, and</p> | <p>Walk-throughs by administration</p> <p>Peer observations</p> <p>Grade-Level/data team meetings/minutes</p> <p>SIP Committee meetings/minutes</p> <p>Monitor Targeted Assistance Program by conducting onsite visits and reviewing monthly calendars of Title I part-time intervention teachers</p> | <p>Achieve3000 - Resource is funded by the school district.</p> <p>IEP Funds - \$11,000</p> <p><u>Title I Targeted Assistance Program:</u> Teachers - 3 Part-Time Intervention Teachers Salaries - \$49,978 FICA Benefits - \$3,824 Unemployment Benefits - \$300 Workers' Compensation - \$600 Extended Year Program - \$2,572 FICA Benefits - \$197 TRS Benefits - \$432 Instructional Supplies - \$1,000 Supplies Technology Related - \$500 Shipping and Handling - \$100 Expendable Equipment (netbooks and carts) - \$90,546 Books and periodicals (EDMAT Summer Readers Back Pack) - \$12,650 Salary for Parent Liaison - \$16,801</p> |

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| <p>monitor learning and inform instruction.</p> <p>AS3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices.</p> <p>AS4: Implements a process to collaboratively analyze assessment results to adjust instruction.</p> <p>AS5: Implements grading practices that provide an accurate indication of student progress on the required standards.</p> <p>IS5: Differentiates instruction to meet</p> | | <p>supported by a professionally qualified Title I part-time intervention teacher who will be utilized to support the evidence-based literacy strategies, interventions, and actions listed in the School Improvement Plan. The Title I part-time intervention teachers will be using the "Push-in" delivery model to support the literacy instructional framework.</p> <p>(GSPS Instruction: Standards 4, 5, and 9)</p> <p>b. There will be opportunities for TA students to participate in increased learning time through extended day/year programs. The extended year programs will be designed to meet the individual needs of students and to extend/reinforce the literacy instructional framework.</p> <p>(GSPS Instruction: Standards 4, 5, and 9)</p> <p>c. A parent liaison will be utilized to promote meaningful participation, collaboration, and communication between the school, parent, and community stakeholders. The parent liaison will provide opportunities for parent and family engagement by conducting parenting workshops, providing access to curriculum materials, and providing connections to resources in the community so that parents can become full partners in their child's education. The goals of the parent liaison will be to build parent capacity, improve student achievement, and promote academic success for TA students.</p> <p>(GSPS Family and Community Engagement: Standards 1, 2, 5, and 6)</p> | | <p>comprehension of texts and produce writing samples weekly.</p> <p>Parents Demonstrate: Parents will encourage usage of Smarty Ants and Achieve 3000. Parents will be encouraged to attend workshops related to content and instruction.</p> | | <p>State Health - \$11,340 FICA Benefits - \$1,286 TRS benefits - \$2,825 Unemployment Benefit - \$100 Workers' Compensation - \$200 Other Purchased Services (printing costs) - \$319 Parenting Supplies (refreshments) - \$100 Contracted Services (Writing Consultant) - \$1,500 Travel - \$250 (West Georgia RESA training - Depth of Knowledge Workshop - December 5, 2017) Registration - \$250 (West Georgia RESA training - Depth of Knowledge Workshop - December 5, 2017)</p> <p>Title IIa - Substitutes for Professional Learning - \$2,322 FICA Benefits - \$178</p> |
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2017-2018 Professional Learning Plan to Support School Improvement Plan (SWP 4)

Professional development needs are determined annually as part of the overall school improvement process. The annual needs assessment and disaggregation of student test data enables district and school-level administrators to work collaboratively with teachers to determine specific needs. Emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing the instructional needs of all students. All teachers, including teachers who work with targeted assistance students, are expected to participate in prescribed professional learning opportunities to increase student achievement.

| Professional Learning Day | Professional Learning Day Focus | Estimated Cost, Funding Source &/or Resources | Position(s) Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning |
|---------------------------|--|---|---|--|--|
| Thursday, 8/3/17 | <p>Dave Weber- "Sticks and Stones Exposed: The Truth Behind Words & Relationships" "Helping administrators and teachers improve faculty, communication, collaboration, and ultimately, student achievement"</p> <ul style="list-style-type: none"> • Know how to create a culture in which students want to participate and excel by engaging in intentional, specific relationship building communication styles focusing on "enhancing the positive". • Identify relationship gaps in their professional learning community which are sabotaging their efforts and the relationship skills to bridge those gaps between colleagues to ensure high levels of communication and collaboration focused on student achievement. • Understand the significant impact that "filters" (life experiences and how others perceive the world) have on the dynamics of a school, classroom, faculty and the skills to help others replace "faulty filters" (misperceptions) with more accurate ones to ensure the best environment for communication, collaboration, and student achievement to take place. | \$667 (Title Ila and General Activity Fund) | <p>School administrators will provide the training and guidance needed to implement strategies.</p> <p>All teachers and staff will be responsible for implementation with all students.</p> | <p>Teachers will collect data and analyze data during weekly data team meetings.</p> <p>School leaders will monitor through walk-throughs.</p> <p>Training/follow-up segments will occur via faculty meetings and/or data team meetings.</p> | <p>Student Work Samples</p> <p>Weekly Lesson Plans</p> <p>Assessment Data</p> <p>Peer Observations /Feedback ("Star Walk")</p> |

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|---------------------------|---|--|-----------------------------------|---|---|
| <p>Monday, 10/9/17</p> | <p>Differentiated Instruction “Participants Develop Differentiated Instructional Strategies by Varying Content, Process, and Product” This training will address bridging factors through a continual reliance on assessment and other data to plot strategies, set benchmarks, and establish time lines for growth. Participants will learn how to apply the six components of effective differentiated instruction in their own planning:</p> <ol style="list-style-type: none"> 1. Preparation by clarifying the Georgia Standards of Excellence (GSE), student learning outcomes and appropriate teaching and learning resources 2. Assessment of students’ interests and needs 3. Differentiating instructional strategies based on students’ learning profiles such as, but not limited to, styles, intelligences, and social and emotional factors 4. Differentiating for student interest to focus attention and increase motivation 5. Differentiating for student readiness by tiering instruction 6. Managing the differentiated classroom through effective organizational strategies <p>Participants learn to respond to students’ needs by varying content, process, and product and by connecting the six components with the analysis of diagnostic, formative, and summative data.</p> | <p>\$667 (Title Ila and General Activity Fund)</p> | <p>Administration and Faculty</p> | <p>Teachers will collect and analyze data during weekly data team meetings. School leaders will monitor through walk-throughs. Training/follow-up segments will occur via faculty meetings and/or data team meetings.</p> | <p>Student Work Samples Weekly Lesson Plans Assessment Data Peer Observations /Feedback (“Star Walk”)</p> |

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|---------------------------|--|---|----------------------------|---|--|
| Thursday, 1/4/18 | <p>Depth of Knowledge (DOK) Participants Analyze DOK to Increase Instructional Rigor In this training, facilitators engage teachers in utilizing:</p> <ul style="list-style-type: none"> • The DOK paradigm to analyze the cognitive demand and complexity in instructional activities and assessment tasks. • They also discuss Webb's criteria for such an analysis, leading to a working, results-oriented reassessment of local curricular alignment with the Georgia Standards of Excellence (GSE) and a re-evaluation of the formative assessments currently in place. • Participants are lead to understand the implications for DOK levels for assessment items, performance tasks, inquiry questions, eligible content, and standards. • Finally, participants will be encouraged to lay plans for using Webb's DOK as a rubric for constructing new quizzes and exams, developing discussion questions, and writing student learning outcomes tied to the Georgia Standards of Excellence. | \$667 (Title Ila and General Activity Fund) | Administration and Faculty | <p>Teachers will collect and analyze data during weekly data team meetings.</p> <p>School leaders will monitor through walk-throughs.</p> <p>Training/follow-up segments will occur via faculty meetings and/or data team meetings.</p> | <p>Student Work Samples</p> <p>Weekly Lesson Plans</p> <p>Assessment Data</p> <p>Peer Observations /Feedback ("Star Walk")</p> |

MCSD School Improvement Plan adapted from GaDOE's Division of School and District Effectiveness' School Improvement Plan