



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

NAME OF SCHOOL/PRINCIPAL:

Swainsboro High School/Dr. Denise Warnock

NAME OF DISTRICT/SUPERINTENDENT:

Emanuel County Schools/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

Name	Position/Role	Signature
Mr. Mac Barron	Media Specialist	
Miss Devin Cifu	ELA SILT Representative	
Mrs. Clair Collins	11 th & 12 th Grade Counselor	
Miss Jan Durden	ELA Dept. Chair	
Mrs. Rachel Gunn	Science Dept. Chair	
Mrs. Tammy Gray	Instructional Coach	
Mrs. Angela Hooks	Social Studies Dept. Chair	
Mrs. Cherie Hooks	CTAE Dept. Chair	
Mr. Rusty Kea	Assistant Principal	
Mrs. Anna Leigh	Mathematics Dept. Chair	
Mrs. Charlean Love	Special Education Lead/Dept. Chair	
Mrs. Heather Moore	Mathematics SILT Representative	
Miss Monica Pace	9 th & 10 th Grade Counselor	
Mr. Kris Peebles	Science SILT Representative	
Dr. Karen Ross	Director of Special Education	
Mrs. Kelli Torpy	CTAE SILT Representative	
Mr. Jansen Ware	Assistant Principal	
Dr. Denise Warnock	Principal	
Mrs. Amy Way	Social Studies SILT Representative	
Ms. LaShelle Addision	Parent	
Mrs. Jennie Wren Denmark	Parent	

Title I only
 The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan:

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increased students’ academic growth and achievement in state standards Instructional coach to facilitate professional learning and collaborative planning to increase teachers’ development of common assessments and use of a balanced assessment system to inform instruction; and to study student performance, progress, and achievement (progress monitoring).	<ul style="list-style-type: none"> Demographic – School demographics (see student) Achievement/performance data – CCRPI, EOC, SLDS, and SLO data; School/district developed unit assessment data; and attendance Process – parental involvement Perception Data – Parent, student, and staff surveys; and leader and peer observation data. 	<ul style="list-style-type: none"> School Instruction Leadership and Management Teams (are involved in going data analysis and participate in an annual planning retreat) Data retreat results shared with all school staff All instructional staff are involved in the analysis of student performance data Parents are involved with the creation of the plan 	<ul style="list-style-type: none"> Annual Title Programs parents/stakeholders meeting Parent nights throughout the year Parent members’ attend semi-annual meetings of School Instructional Leadership Team Parents/stakeholders school council meetings.
Increased students’ academic growth and achievement in state standards Supplemental collaborative planning time/meetings to increase teachers’ development of common assessments and use of a balanced assessment system to inform instruction; and to study student performance, progress, and achievement (progress monitoring).	Same as above	Same as above	Same as above
Increase students’ academic growth and achievement in state standards Professional learning opportunities instructional materials, and digital learning materials to support the use of differentiated instruction and research-and standards-based instructional strategies.	Same as above	Same as above	Same as above

SMART GOAL #1 Team Planning/Performance Culture - Process data will demonstrate more than 60% of Collaborative Planning Meetings (CPMs) time is spent studying student performance, progress, and achievement, and improved instructional practices by June 2017.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Leadership Standard 3: Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices</p> <p>Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff</p>	All	<p>Develop and implement a performance culture involving effective collaborative planning and professional learning processes.</p> <ul style="list-style-type: none"> • A systematic, collaborative process is used proactively for curriculum planning. • Teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction. • School instructional leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. • School instructional leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning. • Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, and online networks). • Professional learning includes follow-up with descriptive feedback and coaching. 	Expectation checklist, CPM protocols, agendas, and minutes, feedback, professional learning plan, professional learning agendas and work samples	<p>School Leaders Demonstrate: Clear guidance and implementation of collaborative planning, monitoring, and supporting teacher engagement in collaborative and professional learning processes.</p> <p>Teachers Demonstrate: An understanding for the purpose and design of CPMs and PLTs expectations for participation in CPMs and PLTs, and the support role instructional leaders' play in the processes.</p> <p>Students Demonstrate: Growth and achievement as a result of improved teacher practices.</p> <p>Parents Demonstrate: An understanding for their student's academic growth and achievement.</p>	<p>Weekly collaborative planning observations and feedback (minutes with specific feedback).</p> <p>Core department data analysis reports submitted to the School Instructional Leadership team monthly.</p> <p>On-going professional learning for teachers to support the implementation of instruction and assessment strategies outlined in the school professional learning plan.</p>	<p>Title I \$</p> <p>Funding for professional learning leave or stipends for instructional staff to participate in additional collaborative planning meetings.</p> <p>Funding for instructional coach to facilitate effective collaborative planning meetings and support professional learning needs.</p>

SMART GOAL #2 - Common and Balanced Assessments – Observations and item analysis will demonstrate more than 70% of core content classrooms employ a balanced assessment system and unit assessments with balanced (DOK level and content domain) by June 2017 .

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>- Continued -</p>	All	<p>Clear learning targets and success criteria are evident in the design and use a balanced system of assessments which includes rigorous common unit assessments. Teachers use:</p> <ul style="list-style-type: none"> • Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents and guides) are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. • Curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards. • A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. • A balanced system of assessments which includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects. • Common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. • Data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices. • Teachers use a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). 	<p>Lesson and Unit Plans, Performance Tasks, Curriculum Maps, Scope, and Sequence Documents and Guides, Assessment Rubrics, CPM Protocols, Agendas, and Minutes, Feedback</p>	<p>School Leaders Demonstrate: Clear guidance and implementation of a balanced system of assessment, monitor implementation, and supporting teacher engagement in assessment processes.</p> <p>Teachers Demonstrate: An understanding for the process used to deconstruct and prioritize standards. An understanding for rigor: pursue conceptual understanding, procedural skills, and application with equal intensity. An understanding for acceptable evidence and criteria of mastery.</p> <p>Students Demonstrate: Growth and achievement as a result of improved teacher practices.</p> <p>Parents Demonstrate: An understanding for their student’s academic growth and achievement.</p>	<p>Bi-weekly collaborative planning observations and feedback (minutes with specific feedback).</p> <p>Core department assessment analysis reports submitted to the School Instructional Leadership team monthly.</p> <p>On-going professional learning for teachers to support practices associated with the design and use of a balanced system of assessment.</p>	<p>Title I \$</p> <p>Funding for professional learning leave or stipends to develop common assessments to monitor learning and inform instructional. Funding for instructional coach to facilitate the design and use of balanced assessments.</p> <p>Funding for instructional coach to facilitate effective collaborative planning meetings and support professional learning needs.</p>

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	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>						

SMART GOAL #3 –Research- and Standards-based Instructional Strategies – Observations will demonstrate more than 50% of core content classrooms proficiently employ differentiation and digital learning to increase student growth and achievement and by May 2017 .

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 6: Monitors and evaluates the impact of professional learning on staff practices and student learning</p>	All	<p>Teaching, learning, and assessment tasks are designed and implemented to ensure that all students increase their learning and achieve proficiency on curriculum standards</p> <ul style="list-style-type: none"> • A range of highly effective, research-based instructional practices that positively impact student learning are demonstrated • Instruction is differentiated to meet the specific learning needs of students. (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) • Multiple means of representation, engagement, action, and expression planned and implemented to meet the learning needs of students (UDL). • Appropriate and current technology is used by students and staff to access digital learning materials and enhance learning (e.g., facilitate communication, collaborate, research, design, create, and problem-solving). • Professional learning’s monitored and evaluated for its impact on staff practices and student learning and results are used to identify and implement processes to extend student learning. 	Lesson plans, observation data with feedback, professional learning agendas and student work samples	<p>School Leaders Demonstrate: An understanding for research and standards-based instructional strategies which positively impact student learning, such as differentiation and digital learning.</p> <p>Teachers Demonstrate: Differentiated learning to meet students’ specific learning needs and the use of appropriate and current technology to enhance learning.</p> <p>Students Demonstrate: Growth and achievement as a result of improved teacher practices.</p> <p>Parents Demonstrate: An understanding for their student’s academic growth and achievement.</p>	<p>Weekly lesson plan reviews with specific feedback.</p> <p>Leader and peer observation notes and feedback.</p> <p>On-going professional learning for teachers to support the implementation of instruction strategies outlined in the school professional learning plan.</p>	<p>Title I \$</p> <p>Funding for additional classroom teachers to reduce class size to address specific learning needs and ensure all students increase their learning.</p> <p>Funding for instructional materials including technology and digital learning materials to support student learning needs.</p> <p>Funding for instructional coach to support professional learning needs.</p>

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Progress Monitoring - Assessment Uses and Instructional Strategies	Bi-monthly Collaborative Planning Meetings to monitor student progress and plan and revise instructional plans	Instructional Coach Planning Materials and Technology Resources Professional Learning Substitutes or Stipends	Instructional Leaders	Leader Observations and Peer Observations	<ul style="list-style-type: none"> • Student Learning and Achievement Data including Common Assessment Achievement Data
Common and Balanced Assessments - Assessment Strategies and Instructional Planning	Bi-monthly Collaborative Planning Meetings to design common assessments and plan balanced assessment practices	Instructional Coach Planning Materials and Technology Resources Professional Learning Substitutes or Stipends	Instructional Leaders	Leader Observations and Peer Observations	<ul style="list-style-type: none"> • Student Learning and Achievement Data including Common Assessment Achievement Data
Research- and Standards-based Instruction – Differentiation and Instruction Strategies	Bi-monthly Professional Learning Communities to engage in professional learning, conduct peer observation, and provide peer feedback.	Instructional Coach Planning Materials and Resources	Instructional Leaders	Leader Observations and Peer Observations	<ul style="list-style-type: none"> • Student Learning and Achievement Data including Common Assessment Achievement Data

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>An annual parent night event to provide information to parents and assist them in understanding Georgia Standards of Excellence (GSE), GaDOE and ECS assessments, Infinite Campus Parent Portal for monitoring student progress, and components of school-parent-teacher contact and engagement. Parents will also learn about their school’s participation in Title I programs, requirements, and the rights of parents to be involved.</p>	<p>August</p>	<p>Cost for printing materials Annual Title I PowerPoint presentation</p>	<p>Principal and Assistant Principals</p>	<p>Parent Survey</p>	<ul style="list-style-type: none"> Flyers/invitations to meeting Announcements - Marque, webpage, news print Dated meeting agenda/minutes Dated sign-in sheets Record of parent feedback
<p>Involve parents in the joint development/revision of the school parent involvement policy and a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Distribute parent involvement policy and school-parent compacts to parents in understandable terms by multiple means.</p>	<p>September/October</p>	<p>Cost for printing materials</p>	<p>Assistant Principal and Instructional Coach</p>	<p>Parent Survey</p>	<ul style="list-style-type: none"> Parental involvement policy with revision date School-parent compact with revision date Flyers/invitations to meeting Dated meeting agenda/minutes Dated sign-in sheets Webpage Parent surveys and input Student handbook
<p>Six parent night events annually to provide parents training and materials to help them work with their children to improve their child’s academic achievement and assist in the transition from grades 8 to 9, 9 to 10, 10 to 11, 11 to 12 and 12 to post-secondary.</p>	<p>August (grades 9-11) September (grade 12) October (grades 9-11) January (grade 9) February (grade 9-11) March (grade 9-) May (Honor’s Programs)</p>	<p>Cost for printing materials</p>	<p>Counselors, Principal, Assistant Principals, and Teacher Leaders</p>	<p>Parent Survey</p>	<ul style="list-style-type: none"> Flyers/invitations to meetings Dated meeting agenda Dated sign-in sheets Announcements - Marque, webpage, news print Parent surveys