



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

**NAME OF SCHOOL/PRINCIPAL:**

**Columbus High School / Dr. Marvin J. Crumbs**

**NAME OF DISTRICT/SUPERINTENDENT:**

Muscogee County School District / Dr. David F. Lewis

*Comprehensive Support School*    *Targeted Support School*    *Schoolwide Title 1 School*    *Targeted Assistance Title 1 School*    *Non-Title 1 School*    *Opportunity School*

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
Marvin J. Crumbs	Principal	
Ken S Bentley	Mathematics Teacher & SIP Chair	
Megan Catchings	Science Teacher & Management Team Chair	
Chris Parker	Mathematics Teacher & Data Team Chair	
Ron Forgie	History Teacher & Website Administrator	
Melanie Phillips	Academic Dean	
Michele Grier	Vice Principal	
Wendell Turner	Vice Principal	
Sonya Allen	Vice Principal	
Paul Hampton	Magnet Coordinator	
Chris Porch	Guidance Director	
Karlyn McConnell	Science Teacher & Leadership Team Chair	

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
Increase the number of students scoring at distinguished learner level across the curriculum	Advanced-Ed Study (FY16) CCRPI Results (FY12, 13, 14, 15) CRCT Results (FY 12, 13, 14) EOC Results (FY15) Leadership Survey (FY16) Teacher Survey (FY16)	Data Team Central Office Administrators Teachers Parents Students	Connect Ed School Website Local School Council Alumni Meetings PTSA Meetings Faculty Meetings Infinite Campus Messenger
Increase the use of differentiation and the gradual release of responsibility model in the classroom	Walk-through notes CCRPI Results (FY12, 13, 14, 15) Leadership Survey (FY16) Teacher Survey (FY16) Parent Survey (FY16) Student Survey (FY16)	Central Office Administrators Teachers Parents Students	Connect Ed School Website Local School Council Alumni Meetings PTSA Meetings Faculty Meetings Infinite Campus Messenger
Decrease the number of ODRs, specifically with regard to minor infractions related to Student ID badges and Dress Code Violations	District Behavior Management System (Infinite Campus) School-Based Discipline Database	Data Team Central Office Administrators Guidance Counselors Teachers Parents Students	Connect Ed School Website Local School Council Alumni Meetings PTSA Meetings Faculty Meetings

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

**Academic/Instructional Goal:**

By June 2017, student performance will increase in all subject areas by 10% as indicated by the percentage of students scoring at Distinguished Levels of Learning on post-assessments.

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 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 Family Engagement 1,2,3,4,5 School Culture 2,3,4	All Students  All Teachers  Parents	<ul style="list-style-type: none"> <li>Analyze assessments across departments to improve alignment and instructional planning</li> <li>Utilize teacher-created formative and summative assessments to identify instructional needs and guide decisions</li> <li>USA Test Prep will continue to be utilized for supplemental instruction and test preparation</li> <li>Utilization of SLDS</li> <li>Continued use of differentiated instruction &amp; gradual release of instruction</li> <li>Implement and monitor Book Study</li> <li>Hold parent meetings to gain feedback on implementation of instructional strategies</li> <li>Require more student-based projects that encourage students to think critically, design, build, engineer, test hypothesis, and solve problems</li> <li>Professional Development for teachers on differentiation for higher level learners</li> <li>Train PTSA Board on the use of differentiation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>*Assessment of and for learning</li> <li>*Post Assessments; EOC, SLO, PSAT, SAT</li> <li>*Collaborative Planning Agendas</li> <li>*USA Test Prep Usage logs</li> <li>*Lesson Plans</li> <li>*Student work Assessments</li> <li>*Student Data</li> <li>*Professional learning logs</li> <li>*Professional learning sign in sheets</li> <li>*Parent Meeting sign in logs</li> <li>• PTSA meeting Agendas</li> </ul>	<p><b>School Leaders Demonstrate:</b> Knowledge and understanding of the gradual release model, differentiated instruction, and best practices that target high levels of learning</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of the gradual release model, differentiated instruction, and best practices that target high levels of learning</p> <p><b>Students Demonstrate:</b> Increased rate of performance at the distinguished learner level on all post-assessments</p> <p><b>Parents Demonstrate:</b> <b>Understanding of the use of differentiation and how it relates to student success</b></p> <p><b>Increased communication with teachers and administrators</b></p>	<p>Monitor USA Test Prep Usage</p> <p>Monitor Book Study with Monthly meetings and reading assignments</p> <p>Review of lesson plans by administrators</p> <p>Classroom observations by administrators</p> <p>Monitor usage of SLDS</p> <p>Monitor implementation of professional development through lesson plans, administrator walk-through and observation</p> <p>Monitor parent usage of communication tool through usage logs</p>	<p>USA Test Prep \$1000</p> <p>Professional Development Costs \$2500</p> <p>Books \$1000</p> <p>Funding Source: Magnet Instructional Budget</p>

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

(SWP 2, 7, 9, 10)

By June 2017, the number of ODRs will decrease in the category of minor infractions by 50% as

**PBIS/School Climate Goal:** indicated by the number of discipline incidents reported in the Infinite Campus Behavior Tracker.

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		
Professional Learning 1,2,3,4,5,6	All Students	Develop and monitor a school tracking system for minor infractions involving Student Identification Badges and Dress Code Violations	Discipline data reports	<b>School Leaders Demonstrate:</b> Support and monitoring of school discipline and creating a positive academic environment.	Administrator walkthroughs and observations	School-based behavior tracking system \$0
Leadership 1,2	All Teachers	Quarterly review of discipline data by the Data Management Team to determine trends in minor infractions and needed interventions	Parent Communication Logs	<b>Teachers Demonstrate:</b> Increased communication with parents; Effective use of the Intervention Plan for dealing with minor infractions; and a commitment to creating a positive learning environment.	Monitoring of teacher use of school tracking system for IDs and Dress Code Violations	Professional resources provided through Guidance \$0
Planning 1,6	Parents	Develop and monitor an Intervention Plan for Teachers to utilize when dealing with minor infractions	Surveys completed by teachers, students, and parents	<b>Students Demonstrate:</b> Adherence to school rules and procedures; Decreased behavioral referrals for IDs and Dress Code.	Monitor interventions and school climate through Meeting Minutes and Survey Results	(Administrator & District Instruction)
Family Engagement 1,2	Guidance Counselors	Develop surveys and administer to teachers, students, and parents to determine needed interventions and consistent use of Intervention Plan by Teachers	Meeting Agendas	<b>Parents Demonstrate:</b> Commitment to following all school policies and procedures and increased communication with teachers.		
School Culture 1,2,3,4,5		Keep students and parents informed of school policies and discipline procedures	Sign-in sheets			
		Guidance counselors will develop and implement strategies for creating a positive environment of academic and emotional support for students and parents	Copies of letters, connect-ed messages, & emails to parents and students			
			Goal Statements for 16-17 SY			

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

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
System & school level professional learning on the use of SLDS, USA Test Prep	Ongoing during 2016 – 2017 School Year	High School Principal Title II-A Director Title I-A Director	Administrative observations Lesson plans Learning logs Meeting Minutes	EOC Results Post Assessments Student Work Course Pass Rate Data Spreadsheets Lesson Plans USA Test Prep Logs Communication Logs	USA Test Prep \$1000  Funding Source: Magnet Instructional Budget  Resources Professional Development delivered in house
System & school level professional learning on differentiated instruction and gradual release  Lessons involving deepening instructional practices that target high level learners	Ongoing during 2016 – 2017 School Year	High School Principal Title II-A Director Title I-A Director	Administrative observations Lesson plans Learning logs Meeting Minutes	Book Study PD Logs Student Work Lesson Plans Department Meeting Logs	Books \$1000  Funding Source: Magnet Instructional Budget  Resources Professional Development delivered in house
School level professional learning provided by Administrators and Guidance Department on the development of a positive academic environment and the use of an Intervention Plan for Teachers tracking behavior in their classrooms	Ongoing during 2016 – 2017 School Year	High School Principal Title II-A Director Title I-A Director	Administrative observations Meeting Minutes	Data Spreadsheets Communication Logs	Professional Developments \$0 (Administrator & District Instruction)  Resources Professional Development delivered in house

## 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:

- Utilize TalentEd System to find new applicants
- Advertisement of positions on Teach Georgia
- Continue CHS Orientation/Mentor Program
- Attend MCSD Open House

**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>