SCHOOL IMPROVEMENT PLAN
SAMPLE

GEORGIA DEPARTMENT OF EDUCATION
DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools
NAME OF SCHOOL/PRINCIPAL:

NAME OF DISTRICT/SUPERINTENDENT:

☐ SIG School  ☐ Priority School  ☐ Focus School  ☐ Title 1 School  ☐ Targeted Assistance Title 1 School  ☐ Non-Title 1 School
☐ Opportunity School

SIGNATURES:

Superintendent ____________________________ Date ________________

Principal Supervisor ____________________________ Date ________________

Principal ____________________________ Date ________________

Title 1 Director ____________________________ Date ________________

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

Decrease the percentage of students with SGPs of 34 or less in Mathematics from 40% to 30% in the 2015-2016 school year.

<table>
<thead>
<tr>
<th>Georgia School Performance Standard</th>
<th>Action/Strategies</th>
<th>Evaluation of Implementation and Impact on Student Learning</th>
<th>Monitoring Actions of Implementation</th>
<th>Estimated Cost, Funding Source, and/or Resources</th>
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| Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction | Make clear what is meant by high expectations for all students and teachers.  
- Maintain a sense of urgency by leading faculty in the use of relevant data with mathematics  
- Use universal screeners and benchmark data to revise and inform instruction  
Monitor, provide feedback, and support the implementation of:  
- Collaborative planning that uses structured protocols and produces effective lesson plans  
- Delivery of Georgia Standards of Excellence (GSE)  
- Utilization of assessment data to ensure teaching and learning aligns to the GSE.  
- Utilize the data notebooks and data talks to implement and monitor interventions  
Group students not meeting standards according to assessment results and assign them to instruction that occurs before, during and after school.  
- Provide data determined safety nets that will address specific domains and track student growth  
- Provide professional learning as needed to support programs and strategies utilized for extended learning and safety nets | Individual Student Progress, Data Forms, Collaborative Planning rubric documentation, meeting and professional learning logs | School Leaders Demonstrate:  
- Knowledge of implementation status for actions, strategies, and interventions in the area of mathematics  
- Clear guidance and implementation of Collaborative Planning, monitoring and supporting teacher engagement in the process  
Teachers Demonstrate:  
- Understanding of the results of data findings and changes needed to impact student learning  
- Awareness and internalization of what is expected of Collaborative Planning and the implementation of the rubric  
Students Demonstrate:  
- Participation in Number Talks to justify and explain their answers as a method to develop math fluency and problem solving skills | Weekly Collaborative Planning observations by School Leaders providing specific feedback to teachers as aligned to the Collaborative Planning rubric  
Monthly data reports to Leadership Team concerning student progress in mathematics, noting especially those students in the lowest quartile  
Monthly data reports from students participating in the FLP program and progress notes to the Leadership team  
On-going professional learning for teachers in the implementation of the mathematics content, the teaching of mathematics and Number Talks | Title I STBA  
Funding for instructional training in the area of mathematics (Number Talks) and purchasing of test question banks online for common assessments  
PL around effective collaborative planning |
SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Increase the Achievement Gap Score for Social Studies from 1 to 2 by the 2016 school year.

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| **Curriculum Standard 3:**         | A process to review curriculum documents has been established and is implemented | Curriculum documents, pacing guides, student work, common assessments, assessment data, benchmarks, grade level meeting notes, leadership team meeting notes | School Leaders Demonstrate:  
  - Deep understanding of the curriculum that is being taught in social studies at each grade level along with the pacing charts  
  - Knowledge of students ongoing progression in the area of social studies  
  Teachers Demonstrate:  
  - Clearly communicating the learning targets and the criteria required to master the standards in social studies  
  - Clarity of which students are not mastering the standards in social studies  
  - Consistent implementation of common assessments and benchmark assessments throughout the school year  
  Students Demonstrate:  
  - Articulation of the learning targets in social studies which is consistent and pervasive within social studies  
  - Knowledge of which standards they have mastered and which ones they need to master | On-going monitoring of articulation of both teachers and students of the learning targets in Social Studies.  
  Teachers teaching according to designed curriculum documents and pacing guides at each grade level.  
  Evidence of teachers establishing clear learning targets and success criteria for students  
  Students can articulate what they need to do to gain mastery of the standard. | Title I $TBA  
  Funding for substitutes to cover grade level social studies planning on a quarterly basis  
  Resources for the classrooms: maps, videos, interactive software and document cameras |
| **Assessment Standard 1:**         | Collected data of student work are consistently analyzed, and the curriculum documents are revised as needed at all grade levels  
  Assessments are reviewed during the school year to ensure alignment |  |  | |
| **Instruction Standard 3:**       | Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards  
  Learning targets are evident throughout the lesson and in student work. |  |  | |

A process to review curriculum documents has been established and is implemented. Collected data of student work are consistently analyzed, and the curriculum documents are revised as needed at all grade levels. Assessments are reviewed during the school year to ensure alignment. Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.
SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Decrease the percentage of students who have been absent 6 or more school days by 25% from 43% to 32%.

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| Planning and Organization 3: Monitors implementation of the school improvement plan and makes adjustments as needed | School Leadership Team develops a comprehensive student attendance plan  
- Consider ways to establish an inviting learning environment that welcomes and encourages families into the school  
- Regular communication to families about attendance and the school expectations  
- Ongoing adjustments made based on attendance data  
- Recognition for student attendance | School Leaders Demonstrate:  
- Monthly attendance reports to Leadership Team by grade level, teacher and student.  
- Implement incentives and rewards for improved school attendance  
- Communication with families of board policy and school expectations  
Teachers Demonstrate:  
- Understanding of what the board policy is for student attendance  
- Keep daily class logs accurately depicting student attendance  
- Documenting regular communication with families when absenteeism is impacting learning  
- Referrals to school counselor and social worker as necessary  
Students Demonstrate:  
- Knowledge of the expectation of school attendance and the benefits of attending school regularly | Review of attendance reports  
Regular communication to parents on attendance expectations as well as the data of their own child’s attendance  
Welcoming events to the school to celebrate student attendance  
Goals and strategies in the attendance protocol continually evaluated by the leadership team as to its effectiveness and adjusting as needed | Title I $TBA  
PD for teachers  
Incentives for students and families to decrease absenteeism.  
Attendance logs or tracking system |
| Family and Community Engagement 1: Creates an environment that welcomes, encourages, and connects family and community members to the school | The school staff consistently provides a comprehensive system of support to maximize increased attendance:  
- teachers taking attendance  
- tracking student interventions  
- substitute protocol  
- communication with home | Family training sessions, daily attendance reports by teacher and grade level, leadership team monthly review of attendance, QCIS student attendance reports |  |  |
| School Culture 4: Supports the personal growth and development of students |  |  |  |  |
Resources:
Georgia School Performance Standards – http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx


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