

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

**NAME OF SCHOOL/PRINCIPAL:**

**Colquitt County Alternative Center/ Mr. Darius W. Dawson**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Colquitt/Mr. Doug Howell**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Comprehensive Support School | <input type="checkbox"/> Targeted Support School | <input type="checkbox"/> Schoolwide Title 1 School |
| X Targeted Assistance Title 1 School                  | <input type="checkbox"/> Non-Title 1 School      | <input type="checkbox"/> 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
Darius Dawson		Principal
Tamika Seay		Secretary/Registrar
Jeff Horne		Science/After School Coordinator
David Griner		Social Studies
Amanda Moore		Language Arts
Regina Faircloth		Reading
JoAnne Callahan		Math
Courtney Sanders		Instructional Provider
Stephanie Cody		Math
Mitchell Meadows		Paraprofessional
Richard Walker		Health/PE
Tammy Harris		Paraprofessional
Roger Jones		Paraprofessional
Latoria Smith		Paraprofessional
Le Lang		Intervention 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
<p>Increase Positive Learning Environment, Decrease the number of office referrals  Increase student enthusiasm</p>	<p>Needs Assessment Survey  Behavior Data  Climate Rating</p>	<p>Discipline Committee  Faculty</p>	<p>Parent-teacher conferences  School website  Leadership Team Meetings</p>
<p>Increase student Parent support/involvement.</p>	<p>Needs Assessment Survey  Climate Survey</p>	<p>Faculty</p>	<p>Parent-teacher conferences  School website  Parent Involvement Coordinator</p>
<p>Increase student attendance.</p>	<p>Needs Assessment Survey  Attendance Data</p>	<p>Faculty  Social Worker</p>	<p>Parent-teacher conferences  Home visit</p>

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

(SWP 2, 7, 9, 10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/Timeline).

GADOE MILESTONE ASSESSMENT END OF COURSE YEARLY GOALS						
CCAC	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (2015-2016 State Average)
9 <sup>th</sup> Grade Lit Comp	0%/16	0%/15	10.25%	20.50%	30.75%	41%
American Lit Comp	/0	8%/12	16.75%	25.5%	34.25%	43%
Coordinate Algebra	0%/16	0%/5	7.75%	15.5%	23.25%	31%
Analytic Geometry	0%/4	5%/19	11.75%	18.5%	25.25%	32%
Algebra I	/0	0%/9	9%	18%	27%	36%
Biology	6%/17	0%/15	10.75%	21.5%	32.25%	43%
Physical Science	0%/7	0%/15	8.5%	17%	25.5%	34%
U.S. History	0%/6	18%/17	24.75%	31.5%	38.25%	45%
Economics	0%/11	0%/13	11.5%	23%	34.5%	46%
Grade 8 ELA	0%/2	0%/7	11%	22%	33%	44%
Grade 8 Math	0%/2	0%/7	8.25%	16.5%	24.75%	33%
Grade 8 Science	0%/2	0%/7	6.75%	13.5%	20.25%	27%
Grade 8 Social Studies	0%/2	0%/6	9.5%	19%	28.5%	38%

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**  
(SWP 2, 7, 9, 10)

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

(SWP 2, 7, 9, 10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/timeline).

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		
<p><b>Curriculum Standard 1:</b> Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p>	<b>All</b>	<p><b>Make clear what is meant by high expectations for all students and teachers.</b></p> <ul style="list-style-type: none"> <li>*Maintain a sense of urgency by leading faculty in the use of relevant data in all content areas</li> <li>*Use universal screeners and benchmark data to revise and inform instruction</li> <li>a. Use of Scholastic Reading Inventory (SRI) Screener 3X a year</li> <li>b. Utilization of data to structure and revise Response to Intervention Groups (RTI) at regular intervals throughout the year</li> </ul> <p><b>Monitor, provide feedback, and support the implementation of:</b></p> <ul style="list-style-type: none"> <li>*Collaborative planning that uses structured protocols and produces effective lesson plans</li> <li>a. Facilitate collaborative planning within content areas, among similar course numbers, and throughout vertical courses in regular education, special education, and gifted education</li> <li>*Delivery of Georgia Standards of Excellence (GSE)</li> <li>*Utilization of assessment data to ensure teaching and learning aligns to the GSE.</li> <li>a. Use of Data Director functions &amp; analysis for all unit tests, midterms, and finals in all core content areas</li> <li>b. Use of SLDS</li> <li>*Utilize the data to implement and monitor interventions</li> </ul> <p><b>Group students not meeting standards according to assessment results and assign them to instruction that occurs before, during and after school.</b></p> <ul style="list-style-type: none"> <li>*Provide data determined safety nets that will address specific domains and track student growth</li> <li>a. PALS Groups</li> <li>b. READ 180</li> <li>*Provide professional learning as needed to support programs and strategies utilized for extended learning and safety nets</li> </ul>	<p>Individual Student Progress, Collaborative Planning documentation, meeting and professional learning logs</p>	<p><b>School Leaders Demonstrate:</b></p> <ul style="list-style-type: none"> <li>*Knowledge of implementation status for actions, strategies, and interventions in the content areas</li> <li>*Clear guidance and implementation of Collaborative Planning, monitoring and supporting teacher engagement in the process</li> </ul> <p><b>Teachers Demonstrate:</b></p> <ul style="list-style-type: none"> <li>*Understanding of the results of data findings and changes needed to impact student learning</li> <li>*Awareness and internalization of what is expected of Collaborative Planning and the implementation of the rubric</li> </ul> <p><b>Students Demonstrate:</b></p> <p><b>Parents Demonstrate:</b></p>	<p>Weekly Collaborative Planning observations by School Leaders providing specific feedback to teachers as aligned to the Collaborative Planning documentation in the areas of student work, data review, and best practices.</p> <p>Monthly data reports to Leadership Team concerning student progress in content areas, noting especially those students in the lowest quartile</p> <p>On-going professional learning for teachers in the implementation of the GSE in the content areas</p>	

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

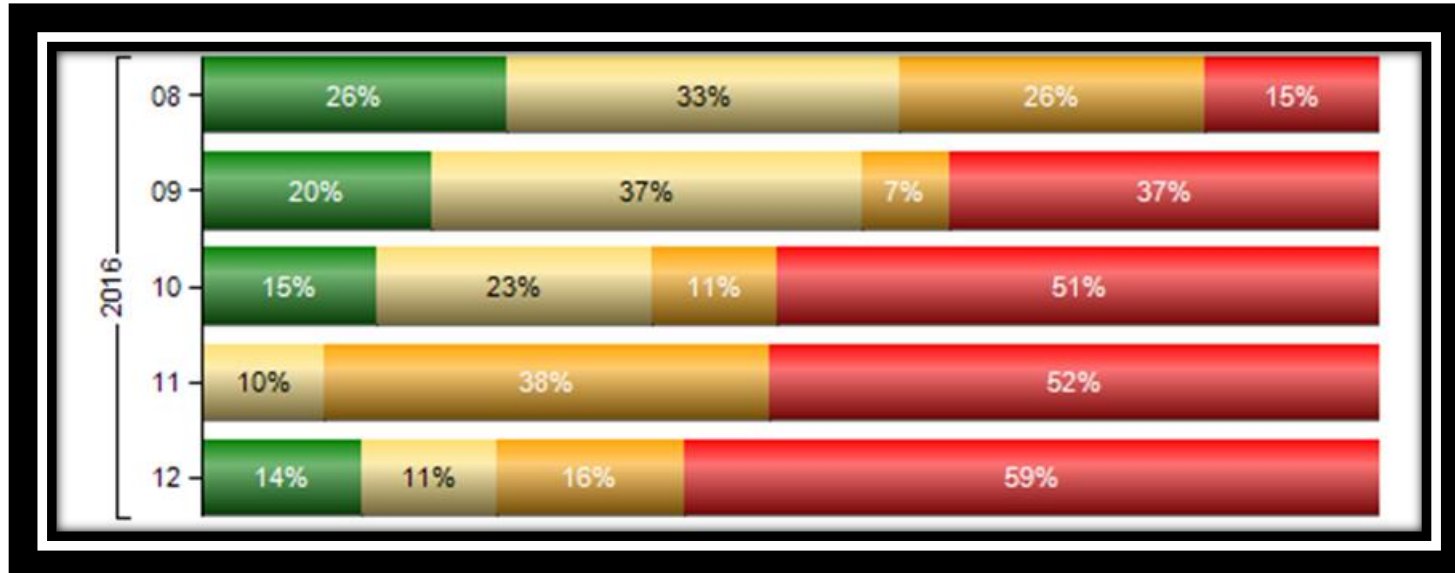
(SWP 2, 7, 9, 10)

Provide an optimal school environment; provide a healthy school environment.

Improve the School Climate Star Rating to a rating of 3 by increasing the percentage of affirmative responses on the student, teacher, and parent perception surveys, decreasing the discipline suspension rate, and increasing the average daily attendance of teachers, administrators, and staff members and the percentage of the students with less than ten unexcused absences (See below for specific goals/timeline).

Add charts regarding survey data and goals here.

The School will decrease the number of students missing ten or more days by 10%





The school leadership team will develop strategies to assist in decreasing student office referrals by 10% through staff professional development and structured interventions, and Positive Behavior Interventions.

### Colquitt County Schools Discipline Data: 3 Year Trend (2014-2016)

This table shows a 3 year trend of ODRs (Office Discipline Referrals), ISS, and OSS. The events column refers to the number of times ISS or OSS was administered as a resolution to a referral, whereas the days column refers to the total number of ISS or OSS days. The students contributing column refers to the number of students who contributed to the ISS/OSS events & days.

	# of ODRs			ISS									OSS								
	2014	2015	2016	2014 Events	2014 Days	2014 Students Contributing	2015 Events	2015 Days	2015 Students Contributing	2016 Events	2016 Days	2016 Students Contributing	2014 Events	2014 Days	2014 Students Contributing	2015 Events	2015 Days	2015 Students Contributing	2016 Events	2016 Days	2016 Students Contributing
<b>CCAC</b>	278	132	69	133	123	58	45	64	29	36	51	26	104	891	52	71	551	44	37	261	30
<b>District Total</b>	<b>7360</b>	<b>6337</b>	<b>5395</b>	<b>2277</b>	<b>4539</b>	<b>1196</b>	<b>1669</b>	<b>3309</b>	<b>985</b>	<b>1612</b>	<b>3149</b>	<b>921</b>	<b>1104</b>	<b>4842</b>	<b>799</b>	<b>1167</b>	<b>4306</b>	<b>868</b>	<b>877</b>	<b>3340</b>	<b>619</b>

Data gathered May 26, 2016

Provide an optimal school environment; provide a healthy school environment.

Improve the School Climate Star Rating to a rating of 3 by increasing the percentage of affirmative responses on the student, teacher, and parent perception surveys, decreasing the discipline suspension rate, and increasing the average daily attendance of teachers, administrators, and staff members and the percentage of the students with less than six unexcused absences (See below for specific goals/timeline).

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		
<p><b>Planning and Organization 3:</b> Monitors implementation of the school improvement plan and makes adjustments as needed</p> <p><b>Family and Community Engagement 1:</b> Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p><b>School Culture 4:</b> Supports the personal growth and development of students</p>	ALL	<p><b>School Leadership Team develops a comprehensive parent involvement Plan</b> *Complete monthly Federal Programs and Parent Involvement opportunity documentation</p> <p><b>School Leadership Team develops a comprehensive student attendance plan</b> *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</p> <p><b>The school staff consistently provides a comprehensive system of support to maximize increased attendance:</b> *teachers taking attendance *tracking student interventions *substitute protocol *communication with home</p>	Family training sessions, daily attendance reports by teacher and grade level, leadership team monthly review of attendance	<p><b>School Leaders Demonstrate:</b> *Monthly submissions related to Federal Programs and Parent Involvement opportunities *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</p> <p><b>Teachers Demonstrate:</b> *Documenting school to home communication *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</p> <p><b>Students Demonstrate:</b> *Knowledge of the expectation of school attendance and the benefits of attending school regularly</p>	<p>Review of attendance reports and monthly submissions to Federal Programs</p> <p>Regular communication to parents on attendance expectations as well as the data of their own child's attendance</p> <p>Welcoming events to the school to celebrate student attendance</p> <p>Goals and strategies in the attendance protocol continually evaluated by the leadership team as to its effectiveness and adjusting as needed</p>	

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

(SWP 2, 7, 9, 10)

Close the achievement gap among subgroups (See Charts below for specific goals/timeline).

Add Achievement Gap and Flag information here.

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

(SWP 2, 7, 9, 10)

Close the achievement gap among subgroups (See Charts below for specific goals/timeline).

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		
<p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p>	See Above	<p>A process to review curriculum documents has been established and is implemented</p> <p>Collected data of student work are consistently analyzed, and the curriculum documents are revised as needed at all grade levels</p> <p>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</p> <p>Learning targets are evident throughout the lesson and in student work.</p> <p>A tertiary RTI process is developed and implemented to target math and reading gaps with progress monitoring</p> <p>a.Extended Learning Time (ELT) is instituted</p> <p>b.PALS</p> <p>c.Reading Support/READ180</p>	<p>Curriculum documents, pacing guides, student work, common assessments, assessment data, benchmarks, grade level meeting notes, leadership team meeting notes</p>	<p><b>School Leaders Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Deep understanding of the curriculum that is being taught at each grade level along with the pacing charts</li> <li>• Knowledge of students ongoing progression in each content area</li> </ul> <p><b>Teachers Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Clearly communicating the learning targets and the criteria required to master the standards</li> <li>• Clarity of which students are not mastering the standards</li> <li>• Consistent implementation of common assessments and benchmark assessments throughout the school year</li> </ul> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Articulation of the learning targets which is consistent and pervasive</li> <li>• Knowledge of which standards they have mastered and which ones they need to master</li> </ul>	<p>On-going monitoring of articulation of both teachers and students of the learning targets</p> <p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students</p> <p>Students can articulate what they need to do to gain mastery of the standard.</p>	

### SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Expose students to 21 century technology tools and skills; provide staff with appropriate professional development opportunities to grow as 21st century professionals. Increase the % of courses utilizing online content by \_\_\_% by May 2017.

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		
<p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p>	<p><b>ALL</b></p>	<p>Increasing degree of adoption of appropriate delivery models for learning which include blended, hybrid, and virtual learning opportunities for students.</p> <p>Electronic devices are available in classrooms &amp; labs.</p> <p>School technology plan for inventory acquisition is consistently updated in reference to student achievement goals.</p> <p>Learning targets reflect use of technology and student take responsibility for their learning.</p> <p>Data collected via student work centered on technology are consistently analyzed for increasing levels of collaboration among students, opportunities for creative expression, inquiry based approaches, and justification for answers.</p>	<p>EOC lessons in D2L Curriculum Platform, Rolls of students registered in online supported or GAVS courses, Inventory of classroom technology, PL Logs regarding SIS, D2L, Chrome Books, Panels, GAFE, Microsoft365, Collaborative Planning documents referencing student work related to technology</p>	<p><b>School Leaders Demonstrate:</b> *Vision of the changing world in the 21<sup>st</sup> century and is able to share this vision to prepare students to enter it (Exemplify ISTE Standards) *Creates processes for collecting and using student data for the improvement of instruction *Model and promote the frequent and effective use of technology for learning</p> <p><b>Teachers Demonstrate:</b> *Ability to support students as producers of digital content, collaborators, and self-directed learners *Capacity to translate PL related to instructional technology in their standards based classroom</p> <p><b>Students Demonstrate:</b> *Digital fluency, digital citizenship, critical thinking, problem solving, decision making, research and information fluency, creativity &amp; innovation, technology operations and concepts</p> <p><b>Parents Demonstrate:</b></p>	<p>On-going monitoring of both teachers and students of digital fluency learning targets through classroom visits and evaluation</p> <p>Evidence of teachers utilizing acquired technology that produce meaningful opportunities for students</p> <p>Students can articulate how they use technology to reach learning targets</p>	

Division of School and District Effectiveness | School Improvement PLAN  
**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
D2L EOC Content Development & Implementation	July, 2016- May 2017	School: District: Instructional Technology Director	Administration classroom walkthroughs of classroom and collaborative planning and usage reports of D2L	Student Usage Reports, Student Progress Reports, D2L Platform Usage, PL logs	
RTI: Reading Strategies and Progress Monitoring process	July, 2016- May 2017	School: District: RTI Director	RTI committee meetings and updates to evaluate progress monitoring	RTI spreadsheet and Student Progress Reports	
Data Director & Common Assessment Development	July, 2016- May 2017	School: District: Curriculum Director(s)	Student Achievement data regarding classroom/course # assessments, and usage reports from Data Director	Collaborative Planning Minutes regarding data pulled from Data Director that results in curriculum adjustments	
GAFE, MS365, SIS, device Utilization	July, 2016-May 2017	School: Meg Bishop District: Instructional Technology Director	Administration use of tools to transmit information and expectation by Administration for teachers to use technology tools is inspected through classroom observation and evaluation	Course assignments recorded in SIS reflect use of technological tools and devices	
Parent Involvement Activities	July, 2016-May 2017	School: District: Federal Programs Director & PIC	Administrative review of Federal Program documents collected each month prior to submission to central office; administrative/teacher involvement in the planning of activities activities	Parent Activity Logs Agendas & Minutes of Activities	

Division of School and District Effectiveness | School Improvement PLAN  
**CONTINUED 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
<b>Discipline</b>	<b>July 2016- May 2017</b>	<b>Administrators</b>	<b>PBIS ABE's</b>	<b>Reduction of Behavior Referrals</b>	
<b>Parent Involvement Activities</b>	<b>July, 2016-May 2017</b>	<b>Principal Staff Parent Coordinator</b>	<b>Review of Federal Program documents collected each month Faculty involvement in the planning of activities</b>	<b>Parent Activity Logs Agendas &amp; Minutes of Activities</b>	
<b>Classroom Management</b>	<b>September</b>	<b>Principal</b>	<b>Principal will review discipline data and grades every 4 1/5 weeks</b>	<b>Office Discipline Referrals</b>	

## Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. If no, explain \_\_\_\_\_ (Yes or no)

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 I - <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>