

SCHOOL IMPROVEMENT PLAN

Last Updated: 7-21-16

School Name: Ashworth Middle School

Principal: Scott McClanahan

School System: Gordon County

Year 2016 - 2017

GORDON
COUNTY
SCHOOLS
2016-2017

GORDON COUNTY SCHOOLS 2016-17 GOALS:

Goal I: All Gordon County Schools' students will increase academic achievement in Pre-K through 12th grade through the use of data-driven decision-making and instruction that ensures a rigorous, collaborative, engaging learning environment that is both safe and nurturing.

Goal II: Highly-qualified personnel with appropriate education and/or workforce experience will be attracted and retained and will be provided professional learning to create an educational environment to foster quality work for student engagement.

Goal III: Gordon County Schools' students who complete high school will be college and career ready.

READING/ELA:

- All students will increase their achievement in Reading/ELA on *Georgia Milestones End of Grade Test* at the end of the 2017 SY by 3%.
- Students with disabilities will increase their achievement in Reading/ELA *Georgia Milestones End of Grade Test* at the end of the 2017 SY by 3%.

MATHEMATICS:

- All students will increase their achievement in Mathematics on the Georgia *Milestones End of Grade Test* at the end of the 2017 SY by 3%.
- Students with disabilities will increase their achievement in Mathematics on the Georgia *Milestones End of Grade Test* at the end of the 2017 SY by 3%.

SCIENCE:

- All students will increase their achievement in Science on the *Science SLO tests* at the end of the 2017 SY.

SOCIAL STUDIES:

- All students will increase their achievement in Social Studies on the *Social Studies SLO tests* the end of the 2017 SY.

Mission: To positively impact the lives of our students and community daily.

Vision: To continuously pursue excellence through innovation and collaboration as we equip students for success in high school and beyond.

Signatures

Principal: _____ Date: _____

Superintendent: _____ Date: _____

Director of School Improvement: _____ Date: _____

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Professional Learning Standard 2	<p>Teachers participate in in-depth professional learning that engages learning teams. A commitment to maintain and update knowledge and understanding of content and teaching practices is evident. (Ex: Common Core trainings and Student Engagement trainings)</p> <p>School leaders prepare staff for effective collaboration by establishing protocols for decision making, facilitation, and conflict-resolution.</p>	2016 - 2017		Administrators. Teachers	<ul style="list-style-type: none"> ▪ Professional development sign-in/agenda sheets ▪ Assignments/tasks assigned through trainings 	<ul style="list-style-type: none"> ▪ Student assignments and tasks reflect professional learning and collaborative planning among teachers. ▪ Student mastery on performance tasks and various assessments provided by teacher. ▪ Evidence of design qualities in teacher lessons.
Curriculum Standard 2.2 Systematic and Consistent Approach to Collaborative Planning	Continuation of collaborative planning for both grade level and content-specific teachers including ESS teachers, gifted teachers, and ESOL teacher to meet on a regular basis (weekly) to define what students should know, do, and understand. This collaborative work is directly aligned to the school improvement goals.	2016 - 2017		Administrators Leadership Team Literacy & Math Coach Teachers (regular ed and ESS) ESOL teacher	<ul style="list-style-type: none"> ▪ Master schedule ▪ Agendas and sign in sheets from meetings ▪ Grade-level documentation notebooks. ▪ School Improvement Goals 	<ul style="list-style-type: none"> ▪ Teachers are continuously revising lesson/unit plans and instructional practices. ▪ Teachers collaboratively analyze student work to ensure students are progressing toward meeting the standards. ▪ Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. ▪ Students' Georgia Milestones EOG results will increase in all areas. ▪ EOCT (Gifted Algebra I) ▪ SLO

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Curriculum Standard 3.1 Monitor and Evaluate Curriculum Implementation	Administrators and literacy & math specialists use a systematic process (TKES) for monitoring and evaluating implementation of the curriculum through the use of targeted focus walks, informal and formal observations, and through the use of peer observations.	2016 - 2017		Administrators, Academic Specialists, Teachers, & System Leaders	<ul style="list-style-type: none"> ▪ Targeted focus walk forms from Administrators and coaches ▪ Documented results from system walk-thru forms ▪ Leadership team meeting minutes 	<ul style="list-style-type: none"> ▪ Evidence posted in classrooms shows that the workshop model is being utilized. ▪ Students use the language of the standards in their explanations and can identify the element in their work. ▪ Students will demonstrate their understanding through formative and summative assessments.
Instruction Standard 2.1 Research-Based learning Strategies	<p>Implement standards-based classrooms to include the workshop model, use of research-based best practices and instructional practices, writing across the curriculum, utilizing a balanced assessment approach, and promoting a Lexile level equal or greater than 1010 by the end of 8th grade.</p> <p>Utilize and implement lesson design qualities to improve student engagement.</p>	2016 - 2017		Administrators, Leadership team, Math & Literacy specialist, & Teachers	<ul style="list-style-type: none"> ▪ Curriculum Maps & Pacing Guides ▪ Posted Standards & EQs ▪ Posted Student Work ▪ Student portfolios, journals & conference logs 	<ul style="list-style-type: none"> ▪ Teachers develop a common language and can articulate the standards being taught. ▪ Research-based best strategies and assessments are implemented in classrooms. ▪ Anchor charts visibly show the workshop model being utilized ▪ Students can identify their next steps and learning goals to meet standard(s). ▪ Students are asked to provide feedback on lessons to teachers.

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Instruction Standard 2.6 Timely, Systematic, Data-Driven Interventions	<p>Provide timely, systematic, data-driven interventions for math, ELA, science, and social studies remediation and implement the pyramid of intervention for those struggling students (SRI, Aimsweb, READ 180, System 44).</p> <p>Provide “double dip” math and reading support to ESS students.</p> <p>Provide support to ESOL students through connection classes and ESOL teacher support in the ELA classroom setting.</p> <p>Provide Remedial Reading Support through Read 180 and System 44 for students identified through SRI.</p>	2016 - 2017		Administrators, Connection teachers, General Ed Teachers & literacy/math specialist, ESS Teachers, ESOL Teacher	<ul style="list-style-type: none"> ▪ Pyramid of intervention & SSTs ▪ Progress monitoring tools ▪ Attendance rosters for tutoring & extra support remedial classes ▪ ACCESS test 	<ul style="list-style-type: none"> ▪ Students move in and out of interventions based on ongoing assessments and IEP needs. ▪ Instruction and assessment during remediation/differentiation are connected to standards. ▪ Teachers and Administrators can outline the process utilized to target and schedule students who need additional assistance. ▪ ESOL students will move to a higher performance band on ACCESS test. ▪ Student SRI Lexiles increase (Remedial Reading).

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Assessment Standard 1.1 Cohesive and Comprehensive System for Assessing Student Progress	<p>A cohesive and comprehensive system is in place to ensure that all Administrators and instructional personnel analyze and use assessment data to maximize student achievement.</p> <p>Summative assessments (2016 GA Milestones) and formative assessments (benchmark data) are disaggregated to identify patterns for specific student or groups of students. Performance Matters, informal assessments, SLDS (GOFAR) and SRI will be utilized to assist in targeting at-risk students.</p>	2016 - 2017		Administrators Leadership team, and all teachers	<ul style="list-style-type: none"> ▪ Disaggregated GEORGIA MILESTONES EOG & benchmark test data ▪ Performance Matters ▪ Identification at-risk students (lowest 25th quartile) ▪ Data retreat redelivery agenda & PowerPoint ▪ Study Island data ▪ SLDS SGP 	<ul style="list-style-type: none"> ▪ Leadership team and teachers can communicate the strengths and weaknesses data. ▪ Data are disaggregated at a variety of levels to include the school level, individual student scores, and by content/domain areas. ▪ Student rosters of subgroups are used to plan interventions in math, ELA, science, and social studies. ▪ Benchmarks address the standards/elements identified in the content pacing guides. ▪ Disaggregated benchmark data guides future instruction.
Professional Learning 2.5 Alignment of professional learning with Expected Outcomes	<p>Inclusion and co-teaching professional learning opportunities are utilized to implement an effective co-teaching model.</p>	2016 - 2017		Administrators, System Special Education Director, ESS Teachers, & General Ed. Teachers	<ul style="list-style-type: none"> ▪ On-site co-teaching workshop & meeting agendas and sign-in sheets ▪ Agendas & sign-in sheets indicating planning between ESS & reg. ed. teachers 	<ul style="list-style-type: none"> ▪ The role of the regular education teacher and the special education teacher are maximized during the co-taught classes. ▪ Teachers collaboratively plan to design, monitor, and revise instruction that effectively utilizes both instructors and ensures students are progressing toward meeting the standards. ▪ GEORGIA MILESTONES EOG results increase in the area of SWD. ▪ All students with disabilities participate in classroom instruction that is effectively co-taught.

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School Culture Standard 1.1 School Culture Supports	School Culture supports academic achievement of learners through monitoring of attendance and discipline, holding parent conferences, and if needed, implementing the pyramid of intervention & SST process.	2016 - 2017		Administrators, Teachers, Grad. coach, Family Advocate, Counselor	<ul style="list-style-type: none"> ▪ Identification of at-risk and failing students ▪ SST conference minutes ▪ Attendance Records ▪ Grade level documentation notebooks 	<ul style="list-style-type: none"> ▪ Reduced number of ISS and OSS will result in increased student learning ▪ Minutes from teacher-parent conferences and SST minutes ▪ Improvement in attendance records ▪ Exit interview from ISS with counselor
Curriculum 3 Systematic process for implementing	The school offers career exploration classes through the Georgia Careers Information System (GCIS) program to help students become college and career ready.	2016 - 2017		Careers teachers Counselor Administrators Grad. Coach	<ul style="list-style-type: none"> ▪ GCIS data base ▪ Student accounts 	<ul style="list-style-type: none"> ▪ Students will complete 2 or more career assessments or inventories ▪ 8th graders will complete individual graduation plans.

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Student, Family, and Community Involvement 1.1 Communication Between School and Parents and Community	<p>The school strives to have active parent, teacher, and community members' participation through Open House, PTO, State of the School, School performances, Parent Education Meetings (Each Semester) and School Governance Council (monthly).</p> <p>The school offers a variety of services that meet student needs through the graduation coach, counselor, and the Family Engagement Specialist.</p>	2016 - 2017		School Governance Council & PTO Members, Administrators, Counselor, Graduation Coach, & Family Engagement Specialist	<ul style="list-style-type: none"> ▪ Agendas and minutes from meetings ▪ Pamphlet of student and family services ▪ Middle School Guide Books (math) ▪ Parent Surveys ▪ Parent Resource Center ▪ Parent Involvement Plan ▪ Teacher/Administrators/Parent compacts on file ▪ Attendance Records 	<ul style="list-style-type: none"> ▪ Parents, teachers, community members, and principal participate in the PTO & school governance council meetings. ▪ All stakeholders are knowledgeable about the variety of services and partnerships offered to meet the need of students. ▪ The Family Advocate closely monitors student attendance rates to help decrease the amount of absences.

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