



Revised 11/03/16

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

NAME OF SCHOOL/PRINCIPAL:

Sumter County Middle School/Sharron Marcus, Principal

NAME OF DISTRICT/SUPERINTENDENT:

Sumter County Schools/Dr. Torrance Choates

- 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 (SWP 8, 16)

Name	Position/Role	Signature
Sharron Marcus	Principal	
Morgan Brown	Asst. Principal	
Kristin Hollis	Counselor	
Rodney Perry	Media Specialist	
Inez Wiggins	7th Grade Team Leader (Science)	
Ozella Mackey	7th Grade Team Leader (Math)/Parent	
Lenora Satharla	7th Grade Team Leader (Gifted)	
Aisha Evans	8th Grade Team Leader (ELA)	
Rebecca Albrecht	8th Grade Team Leader (S. Studies)	
Kenyatta Aldridge	8th Grade Team Leader (Math)	
Crystal Cheek	Grade Team Leader (Connection)	
Olivia Castillo	Special Education Liaison	
Warren Bruce	Instructional Support	
Carolyn Owens	Remedial Instructional Leader	
Sabrina Stephens	Academic Coach, Math/Science	
Shirley Waymon	Academic Coach, ELA/S. Studies	

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
Literacy: Percent of students scoring proficient or higher on the English Language Arts Section of the GA Milestones End of Grade Assessment.	GA Milestones STAR Data Benchmark Assessments	District Leadership Team School Level Leadership Team Vertical Alignment Teams	Student Score Reports Parent Input Meeting
Numeracy Percent of students scoring proficient or higher on the Mathematics Section of the GA Milestones End of Grade Assessment.	GA Milestones STAR Data Benchmark Assessments	District Leadership Team School Level Leadership Team Vertical Alignment Teams	Student Score Reports Parent Input Meeting
Teacher and Leader effectiveness	TKES Data Results LKES Data Results Student Achievement Data – STAR, GA Milestones, Benchmark	District Leadership Team School Level Leadership Team Vertical Alignment Teams	Student Score Reports Parent Input Meeting

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

(SWP 2, 7, 9, 10)

Student Achievement

SMART Goal #1: Improve the academic achievement in all content areas (English Language Arts, Mathematics, Science, Social Studies) as measured by the SCS Alternate Assessment & Georgia Milestones Assessment annually from 2016-2018 according to the following:

- Increase the percentage of student scores in the Achievement Levels of Proficient/Distinguished Learner by 3% annually
- Decrease the percentage of student scores in the Achievement Level of Beginning Learner by 10% annually
-

Sumter County Middle School will improve teaching and learning practices to meet the targets shown in the tables below.

- **Green Shading** = Performance Target Achieved or Exceeded
- **Yellow Shading** = Progress Made but Target Missed
- **Red Shading** = No Progress Made or Performance Went Down

-- MS Content Mastery: **Weighted Percentages** “Developing and Above”

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts	60.3%	63.6%	66.9%	70.2%	73.5%	76.8%
Actual Scores	57%					
Mathematics	63.8%	66.8%	69.8%	72.8%	75.8%	78.8%
Actual Scores	57%					
Science	57.4%	61.0%	64.6%	68.2%	71.8%	75.4%
Actual Scores	40%					
Social Studies	59.7%	63.1%	66.5%	69.9%	73.3%	76.7%
Actual Scores	49%					

Increase the % of Grade 7 Students scoring Proficient or Higher on the GA Milestones

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts		25%				
Actual Scores	20%	20%				
Mathematics		21%				
Actual Scores	16%	17%				
Science		25%				
Actual Scores	20%	13%				
Social Studies		28%				
Actual Scores	23%	16%				

Increase the % of Grade 8 Students scoring Proficient or Higher on the GA Milestones

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts		25%				
Actual Scores	20%	21				
Mathematics		19%				
Actual Scores	14%	13%				
Science		27%				
Actual Scores	22%	17%				
Social Studies		17%				
Actual Scores	12%	14%				

Percent of MS Students with Student Growth Percentiles 35 or Higher

Milestones Assessments	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Language Arts	64%	64%	66%	68%	70%	72%	75%
Actual	60%	69%					
Mathematics	52%	52%	55%	58%	61%	65%	70%
Actual	55%	66%					
Science	53%	53%	56%	59%	62%	65%	70%
Actual	74%	73%					
Social Studies	69%	69%	70%	71%	72%	73%	75%
Actual	65%	67%					

Percent of Eighth Grade Students Achieving 1050 Lexile

	2014	2015	2016	2017	2018	2019	2020
Target	31%	31%	34%	38%	42%	46%	50%
Actual		52%					

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
C1, C2, A4, I4, I5 PO1,3	All – Teachers Students Academic coaches School leaders Parents	Implement a school wide literacy team and a SCMS literacy plan to improve reading and comprehension levels school wide.	Literacy team list of members Literacy plan Agendas Sign In Sheets Surveys Lexile Scores	Improved literacy achievement in all content areas	District Leadership and School leaders will work collaboratively with the Literacy team to monitor implementation, implement the literacy plan, and improve student achievement	QBE funds
C1,C2, A4, I4,I5 PO1,3	All – Teachers Students Academic coaches School leaders Parents	Implement school wide numeracy team and an SCMS numeracy plan to provide mathematical skills school wide.	Numeracy team list of members Numeracy plan Agendas Sign In Sheets Surveys	Improved Math achievement as measured by benchmarks and GA Milestones	District Leadership and School leaders will work collaboratively with the Numeracy team to monitor implementation, implement the plan, and improve student achievement	QBE funds
A1,A2,A4,A5 L3,5,6 PO1,3	Teachers Assessment team District leaders	Implement and train teachers on assessment and data management system (Performance Matters) to make data driven decision for student instruction and interventions	Agendas Sign In Data Reports Data Analysis Documents Lesson Plans for differentiation	Teachers can explain how data analysis drives instructions and differentiation plans in the classroom	School leadership and Assessment team will work collaboratively with teachers to analysis data and use data driven decision making	QBE funds

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		
C1,C2,C3, A1, P1	Teachers Content experts Academic Coaches	Utilize content experts and academic coaches to provide professional learning with core curriculum development and alignment to state standards	Curriculum document, schedules, sign in, agendas	Teachers and leaders can explain how curriculum documents are aligned to improve student achievement	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds
C1,C2,C3 L3 PO1	Teachers Academic coaches Administrators	Implement the Standards-based Education Model (SBE) as the framework for curriculum planning to align the district’s curriculum, assessment, and instructional practices.	Power standards Curriculum map Nine weeks expectations Unit plans Lesson plans	Teachers and leaders can explain how curriculum documents are aligned to improve student achievement and instruction using the SBE model	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds
C1 L8 SC1,2 PO5,6	Teachers Academic coaches Administrators	Implement standards-based classrooms to include, but not limited to Rituals & Routines, Instructional Framework, and Differentiation.	Standards, rituals, routines Lesson plans Classroom observations TKES data	Teachers can explain how they set up their classrooms according to the component of a standards based classroom.	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds
C1,C2,C3 PO1,4	Math & ELA teachers Academic coaches School leaders	Implement literacy and mathematics programs (Houghton Mifflin Harcourt, Georgia Frameworks, & Carnegie Learning) to improve student achievement in the core literacy and mathematics programs.	Lesson plans Assessment data Classroom observations TKES data	Teachers can explain how increased student achievement is linked to implementation to literacy and mathematics core programs	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds

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		
C1,C2,C3, A1,A2,A3 L6 PO2	All teachers School leaders Academic coaches	Implement formative assessment strategies (Common Formative Assessments and Tickets Out the Door) to assess students' progress towards mastery of standards.	Common Assessments Tickets out the door Lesson plans TKES Data	Teachers can explain how they use formative assessment data to adjust instruction	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds
C1,C2,C3,A1,A2, A3,A4 PO2, I5	All – Teachers Students Academic coaches School leaders Parents	Implement intervention programs (Flexible Learning Programs, Before/After School Tutorials, School-based Programs, and Extended Day/Year) to support the needs of all learners.	Schedules Rosters of attendance Intervention plan reports	Teachers and leaders can explain how intervention programs are improving student achievement	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds
C1,C2,C3, I4,5 PO1, 2 L8	Teachers School administrators Academic coaches	Implement instructional strategies (Co-teaching and Class Size Reduction Model) to support meeting the needs of individual learners.	Improvement plans Lesson plans Classroom observations Class reduction worksheets Data reports	Teachers can explain how student needs are being met using various instructional strategies such as co-teaching and class size reduction model	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds
C1, A2 I5 L5	All teachers SPED director Intervention Service Coordinator School Admin	Collaborate with Intervention Services Coordinator (49%) to develop and implement a district wide Response To Intervention (RTI) process to meet the needs of all students.	Corrective Action plans RTI handbook Sign Ins Agendas	Teachers can explain how student needs are being met using the RTI process.	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
C1, A2, PO2, L6	Title I Directors Academic Coaches Teachers	Implement Renaissance Learning as a supplemental program to address individual students' literacy and numeracy skills.	Supplies Data Reports	Increase in literacy and math achievement for all students	Teachers and leaders will monitor implementation and improved student achievement on all assessments.	QBE funds Title I Professional Learning funds

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

School Climate

SMART Goals:

1. Increase the CCRPI school climate ratings (attendance) by decreasing student missing 6 or more days from by at least 5% annually from 2016-2018 as measured by Infinite Campus.
2. Increase the CCRPI school climate ratings (discipline) by increasing the percentage students not receiving ISS/OSS from % to % and by at least 1% annually from 2016-2018 as measured by Infinite Campus.
3. Decrease the percentage of students receiving discipline referrals by 10% per quarter.

Improve School Climate to achieve the targets below:

MS Student Attendance: Percent of students missing fewer than six days according the CCRPI Indicator

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Students	45%	46%	48%	50%	52%	55%
Actual Rate	62%					

	2015-2016 Referrals	2016-2017 Target	2017 Target	2018 Target	2019 Target	2020 Target
August - October	597	537				
November - February	833	750				
March – May	436	392				
Total	1,866	1,679				

School Wide Percent Attendance of Teachers, Leaders, Classified Staff, and Students according to Climate Star Ratings

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Teachers	97%	97%	97%	97%	97%	97%
Actual Rate	95.93%					
Leaders	97%	97%	97%	97%	97%	97%
Actual Rate	97%					
Classified Staff	95%	95%	95%	95%	95%	95%
Actual Rate	97%					
Students	95%	95%	95%	95%	95%	95%
Actual Rate						

Percent of Students Not Receiving OSS and ISS

	2015 OSS/ISS	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
OSS	90%	91%	92%	93%	95%	95%
Actual						
ISS	81%	82%	83%	84%	85%	86%
Actual						

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
SC1, SC2, SC3, SC4, SC5, L1,6	All – Teachers Students Academic coaches School leaders Parents	Implement a Positive Approach to School Wide Discipline <ul style="list-style-type: none"> - Develop a Behavior Expectations Matrix to explicitly teach expected behavior for all areas of the school day (classroom, lunchroom, hallway, bus) - Provide positive rewards and celebrate students who make correct behavior choices (breaks, activity day, etc). - Review and Update Behavior Consequences. Communicate updates to staff 	Champs Matrix Matrix displayed in classrooms	Students will demonstrate positive behavior that is conducive to learning and improve student achievement	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds
SC1, SC2, SC3, SC4, SC5, L1	At Risk Students Mentors Teachers Counselor	Provide Mentoring Opportunities for students who are at risk <ul style="list-style-type: none"> - School Wide Mentoring Program - Male Support Group for males who make up the largest discipline - BFF Support Group for girls 	Mentoring List	Remedial Teacher and School Counselor will organize the mentoring program. Students Demonstrate: Appropriate Behaviors	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds
SC1, SC2, SC3, SC4, SC5, PL2, PL6	Teachers School leaders	Provide Professional Learning on Classroom Management for teachers and staff to improve skills in managing student behavior <ul style="list-style-type: none"> - Clarify the infraction of “disrespect” to ensure consistency school wide. 	Agenda Sign In Sheets	Teachers will have a consistent understanding of the meaning of “disrespect”	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
SC1, SC2, SC3, SC4, SC5, L1	Teachers Behavior specialist Ombudsman staff	Work with the Behavior Specialist to provide Tiered Interventions for students who are repeat offenders prior to making referrals to Ombudsman. Ex. Tier I – 0-3 referrals Tier II – 4-8 referrals Tier III 8+ referrals	Tiered Behavior Interventions	Students in Tier II or Tier III will receive support for behavior including referrals to Ombudsman	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds
SC1, SC2, SC3, SC4, SC5, L1	All – Teachers Students School leaders Parents	Class Meetings with administrators at the beginning of the year to set expectations and hold students accountable for behavior. - Touch base meetings with At Risk students routinely during the school year.	Agenda	Teachers and Administrators will work collaboratively to reduce students discipline referrals	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds
SC1, SC2, SC3, SC4, SC5, L1	All – Teachers Students School leaders Parents	Utilize the Middle School “Team” Concept for scheduling purposes to provide structure to the school day. - Teams work collaboratively to address discipline problems and provide positive rewards to students.	Master Schedule	More Structure and clear rituals and routines for the school day.	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds
SC1, SC2, SC3, SC4, SC5, L1	All – Teachers Students School leaders Parents	Work with local business and school staff to provide incentives to students with perfect attendance on a regular basis. NBA – Never Been Absent	Perfect Attendance list	Improved attendance	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds Resources for Local Business
SC1, SC2, SC3, SC4, SC5, L1	SRO officers Teachers Attendance Clerk	Appropriately address students who are chronically absent. When students have missed 2 or more consistent days of school - Parent Contact will be made - Utilize SROs to assist with parent contacts	Attendance List	Improved Attendance	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
SC1, SC2, SC3, SC4, SC5, L1	Teachers Students School leaders Parents	<p>Accurately Document Student Attendance/Absences</p> <ul style="list-style-type: none"> - Communicate and enforce the policy for tardies to school to ensure students are marked present when they are tardy to school. - Implement an Attendance Verification process to correct errors with attendance. 	Attendance Verification Students with Tardies	Student improved attendance Teachers – appropriate documentation and verification.	Leadership team will monitor discipline referrals received quarterly.	QBE Local Funds
SC1, SC2, SC3, SC4, SC5, L1	Teachers Administrators District Leaders	<ul style="list-style-type: none"> - Improve Teacher Attendance - Utilize Capitol Impact leave management system to track and monitor leave (sick, personal & professional learning) - Provide incentives to teachers for perfect attendance 	Data from Capitol Impact	Improved teacher attendance which will lead to improved student performance	District and school leaders will monitor teacher attendance	QBE Local Funds

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

(SWP 2, 7, 9, 10)

Leader and Teacher Effectiveness

SMART Goals:

- 1) Improve district effectiveness by increasing the percentage of leaders with a LAPS score of 17 or higher from % to % during the 2016-2017 school year as measured by the Leader Keys Effectiveness System.
- 2) Improve district effectiveness by increasing the percentage of teachers with a TAPS score of 21 or higher from 30% to 60% during the 2016-17 school year as measured by the Teacher Keys Effectiveness System.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	Small Group – New Teachers District Leaders/Academic Coaches School Leaders Mentor Teachers	Provide Mentoring and Support to new teachers - District New Teacher Academy - Mentor Teachers	Rosters, Activities, Sign In Mentor List Agendas TKES	New teachers will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership/Professional Learning Dept. will monitor implementation	PL Funds Title II
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	Small Group – Identified Teachers	Identify Aspiring Leaders to participate in the district’s Leadership Academy to build leadership capacity and develop strong district and school-based leaders.	Rosters, Activities, Sign In Mentor List Agendas LKES	Leaders will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership/Professional Learning Dept. will monitor implementation	PL Funds Title II

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	Small Group – Selected Teachers	Identify teachers for the Master Teacher Academy to prepare teachers to develop innovative, exciting, and effective forms of instruction and demonstrate excellence through knowledge, skill, preparation, and performance	Rosters, Activities, Sign In Agendas TKES	Teachers will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership/Professional Learning Dept. will monitor implementation	PL Funds Title II
C1, C2, PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	All Teachers Academic Coaches School Leaders	Utilize school collaborative structures (Collaborative Meetings, Study Groups, Grade Level/Team Meetings) to provide ongoing support in professional learning communities.	Rosters, Activities, Sign In Agendas TKES	Teachers will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership/Academic Coaches will monitor implementation	PL Funds Title II
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	All Teachers Academic Coaches School Leaders	Provide Professional Learning on each standard of TKES/LKES to improve teacher and leader effectiveness.	Rosters, Activities, Sign In Agendas TKES	Teachers will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership, Principals, and Academic Coaches will monitor implementation	PL Funds Title II
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	Small Group – Leaders – Principal and AP, Counselors, and Media	Provide on going Professional Learning for Leaders through RESA and District Collaborative <ul style="list-style-type: none"> - Principals Support Network, - Assistant Principals Support Network - Counselors and Media Specialist Tng. RESA 	Rosters, Activities, Sign In Mentor List Agendas LKES	Leaders will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership/Professional Learning Dept. will monitor implementation	PL Funds Title II

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	All Teachers Academic Coaches School Leaders	Provide professional learning to teachers and leaders on the development of professional learning goals and professional learning plans to fulfill the TKES requirement for professional growth.	Rosters, Activities, Sign In Agendas TKES	Teachers will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership, Principals, and Academic Coaches	PL Funds Title II
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	All Teachers	Teachers will participate in a book study to assist with development of researched based instructional strategies that improve student achievement.	Rosters, Activities, Sign In Agendas TKES	Teachers will demonstrate exemplary professional practice that led to high levels of student growth	District Leadership, school leaders will monitor implementation	PL Funds Title II

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

(SWP 2, 7, 9, 10)

Graduation Rate: Readiness for High School

SMART Goals:

- 1) Improve the Percent of 8th grade students who pass all core subjects and score proficient or higher on the GA Milestones End of Grade Assessment in ELA and Math.

Table M: Increasing Student Readiness for High School

2015	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
21%	24%	27%	30%	33%	36%
Actual Rate	%	%	%	%	%

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
A1, I4,I5,I8, PO4 L3,6	Remedial Teacher Targeted students Intervention Services Coordinator Leadership Team	Implement iReady intervention program to provide support to students who are at risk for not meeting state standards in ELA and Math	Iready data Schedules Rosters STAR Rdg and STAR Math data	Improved student achievement in the areas of Reading and Math	Remedial Teachers and Leadership team will monitor implementation of the program.	Title Funds SIG Grant Funds

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
PL1, PL2, L1, L2, L5, L7, L8, PO1, PO2	Group Leadership Team	Utilize specialized personnel to track and monitor progress of at-risk students toward meeting academic goals. Acquire a Graduation Coach to assist with providing academic counseling, support, and targeted students who are at risk	Monitoring sheets Graduation coach counseling and resources	Improved student achievement	Graduation Coach and leadership will track students identified as at risk	SIG Grant
A1, I4, I5, I8, PO4, SC3,	Teachers Students Faculty Staff	Implement academic advisement to link all students to a caring adult to serve as an educational advocate. – 7 Habits	Schedules, Rosters, student data portfolios Student data sheets	Improved student achievement	Homeroom teachers will serve as academic advisors and will implement academic counseling to students.	Title I QBE – data folders
A2, I4,I5, L1,L2	Group – Identified Students Identified teachers	Implement a Summer Champions Academy (like PASS) to provide additional exposure to the curriculum for students at risk. This program also provides opportunity for students to participate in academic and attendance recovery.	Sign In Sheets Rosters Champions Academy	Extended Learning time	Counselor, Graduation Coach, and Leadership Team will monitor implementation and success	SIG Grant QBE Title I

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
FCE 1, FCE 2, A2, I4,I5, L1,L2	Students Parents Counselors	Implement a College/Career Center with the Parent Resource Room to provide information related college and career opportunities after high school/college.	Career Center Sign In Sheet Pictures	Students will identify career opportunities available to them after high school.	Graduation Coach and School Counselor will ensure that this area is fully implemented for students.	SIG Grant Title Funds
A2, I4,I5, L1,L2	Identified Graduation Coach students Teachers Parents Teachers	Implement Summer Bridge Program for at risk upcoming 7 th grade students to bridge the gap between intermediate school and middle school	Summer	Increased percentage of students who are promoted and pass all classes	School leadership and graduation coach will ensure that the program is available for participating students	SIG Grant Title Funds QBE

SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
(SWP 2, 7, 9, 10)

Family & Community Engagement

SMART Goals: Increase the percentage parents/family members attending monthly parent workshops from less than 10% (of student population at each grade level) at the end of 2015/16 SY to 10% at the end of 2016/17 SY.

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			Artifacts	Evidence		
FCE 1,4, PO 1, 3, 6 SC5	All Parents Teachers Students Leaders Academic Coaches	Implement Million Words Kickoff Engage parents in literacy planning opportunities.	Kick Off Plans, Agenda Literacy Plan	Improved Parental Engagement	Title one Parent Component Parent Involvement Policy	Title Funds Local Funds
FCE 1,2 SC5 PO4	All Parents Teachers Students Leaders Academic Coaches	Conduct Parent Trainings, Workshops, Engagement Opportunities Provide incentives and rewards for parents and families attending parent meetings.	Parent Workshop Agenda Incentives	Improved Parental Engagement	Title one Parent Component Parent Involvement Policy	Title Funds Local Funds
FCE 1,2,3	All Parents Teachers Students Leaders	Provide meaningful opportunities for parents and community members to participate in the decision making process – School Council, Parent Advisory, etc.	School Council Agenda and Parent List	Improved Parental Engagement	Title one Parent Component Parent Involvement Policy	Title Funds Local Funds
FCE 1,2 L5	Parents Academic Coaches	Conduct surveys to gather parental and community feedback. Use feedback to make decisions	Parent Surveys Survey Results	Improved Parental Engagement	Title one Parent Component Parent Involvement Policy	Title Funds Local Funds

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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		
FCE 1 SC4,2 L5 PL4	Parents Counselors Social Workers Academic Coaches	Host parent workshop off school campus to engage parents who possibly would not attend events held at school.	Parent Workshop Agenda Sign Ins	Improved Parental Engagement	Title I Parent Component Parent Involvement Policy	Title Funds Local Funds
FCE 1,4 PO4 I7,8	All Parents Teachers Students Leaders	Provide timely and current feedback to parents on student achievement. Train parents on the use of infinite campus parent portal to provide real time feedback on student achievement.	Reports Cards Benchmark score reports STAR Score Reports Progress Checks	Parents will have current feedback on student achievement.	Title I Parent Component	Title Funds Local Funds
FCE 1,2 SC3 PO4	All Parents Teachers Students Leaders	Provide a well managed and stocked parent resource room to provide relevant resources to parents and families including access to technology.	Resource room Pamphlets Kits, Technology Sign In sheet Check out sheet for the parent resource room	Parents will use surveys to describe how the parent resource room benefits them	Title I Parent Component Parent Involvement Policy	Title Funds Local Funds
FCE 1,2 SC3 PO4	All Parents Teachers Students Leaders System Translator	Provide translated information and resources to ELL Parents and Students	Translated flyers and agendas	Parents will use surveys to describe how the parent resource room benefits them	Title I Parent Component	Title Funds Local Funds

SMART GOAL #6 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
 (SWP 2, 7, 9, 10)

Instructional Technology

SMART Goals:

- 1) Teachers trained on how to integrate technology into teaching and learning will increase from 95% to 96% and by 1% annually from 2016-2018 as measured by district surveys.
- 2) Teachers using technology as a teaching tool will increase from 75% to 79% and by 2% annually from 2016-2018 as measured by district surveys.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	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
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	(SWP 9)		Artifacts	Evidence		
I2,4,5,6 L7	All	Update the technology infrastructure of the school by acquiring computers, technology devices, projectors, smart boards etc. to increase instructional technology use by teachers and students.	Additional computers, projectors, smartboards, etc.	Increased use of instructional technology	Focus walks TKES ratings – instructional strategies Improved students engaged and achievement.	Title I QBE Realignment of resources
L1,2 PO3,4	Small group – Teachers, Technician	Work with the computer technician provided for the system to keep all technology in working order.	Data Log of computer issues and repairs	Increased use of instructional technology	Focus Walk TKES ratings – instructional strategies Improved students engaged and achievement.	Title I QBE Local funds
L1,2 PO3,4	Small Group Media Specialist Academic Coach Technology Committee members	Technology staffs and/or Media Specialists attend annual state technology conference and training sessions to redeliver to district personnel responsible for implementation of instructional technology.	Registration information Redelivery agendas	Increased use of instructional technology	Focus walks TKES ratings – instructional strategies Improved students engaged and achievement.	Title I QBE Local funds
L1,2 PO3,4	Small Group	Technology staff and Media Specialists review instructional technology equipment, software and programs annually.	Technology inventory	Increased use of instructional technology	Focus walks TKES ratings – instructional strategies Improved students engaged and achievement.	Title I QBE Local funds
	All Teachers District Leaders Academic Coaches	Professional learning opportunities provided ongoing to teachers to provide strategies for teachers to incorporate into technology strategies into lessons.	Agendas Sign In Sheets Calendar of Monthly Workshops	Increased use of instructional technology	Focus walks TKES ratings – instructional strategies Improved students engaged and achievement.	Title I QBE Local funds Professional Learning Funds

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Provide professional learning on the School Improvement Planning Model to make data driven decisions regarding student achievement, school climate, leader/teacher effectiveness, graduation support, parent/community engagement, and instructional technology.	2016-2017	Professional Learning Funds	Dir. Of Professional Learning	Administrators and school leaders will monitor implementation	Leaders and teachers use the School Improvement Planning Model to make data-driven decisions.
Provide professional learning on Leader and Teacher Keys Effectiveness System	Ongoing	Professional Learning Funds	Administrators and Academic Coaches	Administrators and school leaders will monitor implementation	Leaders and teachers can describe their current performance using the LKES/TKES System.
Provide professional learning on the utilization of the Common Formative Assessment publication as the toolkit for Professional Learning Communities, Curriculum Planning and Common Assessment Development.	2016-2017	Professional Learning Funds	School Administrators and Academic Coaches	Administrators and school leaders will monitor implementation	Observation data will show improvements in leader and teacher effectiveness.
Provide professional learning on the utilization of the School Improvement Network (Edivate), a web-based professional learning tool to provide personalized, professional learning to district personnel.	Ongoing	Professional Learning Funds	Academic Coach District Leadership	Administrators and school leaders will monitor implementation	Observation data will show improvements in leader and teacher effectiveness.

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Provide professional learning on the utilization of Indistar (Web-based planning tool) to assess, create and monitor improvement plans.	Fall 2016-2017	Professional Learning Funds	Academic Coaches School Improvement Specialist	Administrators and school leaders will monitor implementation	Leaders can explain how they use Indistar Reports to assess, create, and monitor improvement plans.
Provide training on utilizing State Longitudinal Data System (SLDS) to facilitate data talks during collaborative meetings.		Professional Learning Funds	Academic Coaches School Improvement Specialist	Administrators and school leaders will monitor implementation	Leaders and teachers use SLDS to facilitate data talks and describe decisions made from the data.
Provide professional learning on district core literacy and math programs (Houghton Mifflin Harcourt, Envision Math, and Carnegie Learning).	2016-2017	Professional Learning Funds	Academic Coaches School Improvement Specialist	Administrators and school leaders will monitor implementation	Teachers use core literacy and math programs to improve student achievement.
Provide professional learning on standards-based classrooms to include, but not limited to Rituals & Routines, Instructional Framework, and Differentiation.	2016-2017	Professional Learning Funds	Academic Coaches School Improvement Specialist	Administrators and school leaders will monitor implementation	Teachers set up their classrooms according to the components of a Standards-based classroom.
Provide professional learning on formative assessment strategies (Common Formative Assessments) to assess students' progress towards mastery of standards.		N/A	Dir. Of Professional Learning	Administrators and school leaders will monitor implementation	Teachers use formative assessment data to adjust instruction.
Provide professional learning on instructional strategies (Co-teaching) to support meeting the needs of individual learners.	2016-2017	Professional Learning Funds	Academic Coaches School Improvement Specialist Director of Special Programs	Administrators and school leaders will monitor implementation	Teachers use various instructional strategies such as Co-teaching and Thinking Maps to meet the needs of individual students.

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<p>Technology staffs and/or Media Specialists attend annual state technology conference and training sessions to redeliver to district personnel responsible for implementation of instructional technology.</p>	<p>2016-2017</p>	<p>Professional Learning Funds</p>	<p>Academic Coaches School Improvement Specialist</p>	<p>Administrators and school leaders will monitor implementation</p>	<p>Teachers increased their use of instructional technology in their classroom lessons.</p>
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Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. ____No__ (Yes or no)

If no, explain

Ms. Hallmon is presently teaching Science due to a lack of certified applicants.

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 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>