School Improvement Plan Template
A Guide to Support College and Career Ready Graduates

<table>
<tr><td colspan="4" align="center">**SCHOOL IMPROVEMENT PLAN**</td></tr>
<tr><td colspan="2">**School Name: MacIntyre Park Middle School**</td><td colspan="2">**District Name: Thomasville City Schools**</td></tr>
<tr><td colspan="2">**Principal Name: Tina McBride**</td><td colspan="2">**School Year: 2014-2015**</td></tr>
<tr><td>**Title I Schoolwide Program** ☒</td><td>**Title I Targeted Assistance** ☐</td><td colspan="2">**Non-Title I School** ☐</td></tr>
<tr><td colspan="4" align="center">**ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2012 Data)**
(Check all boxes that apply and provide additional information if requested.)</td></tr>
<tr><td colspan="2">**Priority School (SIG)** ☐</td><td>**Priority (Graduation Rate)** ☐</td><td>**Priority (Achievement)** ☒</td></tr>
<tr><td colspan="2" align="center">**Alert School** ☐ **(Use 2012 Data)**</td><td colspan="2" align="center">**Focus School** ☒ **(Use 2011 Data)**</td></tr>
<tr><td>Subject Alert ☐</td><td>List Subject(s)</td><td>Graduation Gap ☐</td><td>List High and Low Sub-Groups with Percentages</td></tr>
<tr><td>Sub-Group Alert ☐</td><td>List Sub-Group(s)</td><td>Achievement Gap ☒</td><td>List High and Low Sub-Groups with Percentages</td></tr>
<tr><td>Graduation Alert ☐</td><td>List Sub-Group(s)</td><td></td><td></td></tr>
<tr><td colspan="2">**Principal's Signature:** *Tina McBride*</td><td colspan="2">**Date: January 13, 2015**</td></tr>
<tr><td colspan="2">**Title I Director's Signature:**</td><td colspan="2">**Date:**</td></tr>
<tr><td colspan="2">**Superintendent's Signature:**</td><td colspan="2">**Date:**</td></tr>
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Measurable Goals:

MacIntyre Park Middle School will continue to close the achievement gap between SWD subgroup and white males students by 15%.

<u>GA Milestone</u>:

MacIntyre Park Middle School students will strive to obtain a 2014-2015 GA MILESTONE score that meets the states average in all content areas and subgroups:

Students will demonstrate improvement in math, science, and social studies in 6th, 7th, and 8th grade in the 2015 school year on GMAS.

1. The Leadership at MacIntyre Park Middle School will continuously monitor the implementation of research-based strategies, using the Instructional Framework, in order to develop standards-based classrooms at all grade levels and content areas

2. The Leadership at MacIntyre Park Middle School will establish, implement, and monitor a systematic process to allow for teachers to meet in collaborative groups in order to address gaps and needs identified in the school improvement plan, meet with colleagues during the school day/planning periods on a scheduled weekly basis.
   a. Collaboratively plan for instruction
   b. Examine student work
   c. Monitor student progress
   d. Assess the effectiveness of instruction, i.e. teaching strategies
   e. Develop summative/benchmark assessments

3. A cohesive and comprehensive system will be established to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

4. All instructional personnel will routinely and systematically implement a variety of effective and balanced assessment techniques as part of the FIP District initiative.

5. All staff will participate in professional learning that will reinforce understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies, and assessment processes.

6. **Programs and policies will be established and monitored that will support the academic, social, emotional, and relational growth of each student and the professional growth and enhancement of all educators.**

School Keys Strands	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Curriculum; 1 ID04	Refine the use of the instructional framework by infusing acquisition lessons and other research based activities in the units.	8/14– ongoing	Formative Instructional Practices(FIP)	Teachers, Instructional Coach and Administrator	Student Work, Revised Curriculum Units/Maps; lesson plans	Improved instruction documented through observation data.
Curriculum; 1 ID05	The teaching of reading will be enhanced by the use of "Comprehension Toolkit" with continued monitoring for current staff.	6/11-ongoing		6-8 ELA Enrichment teachers and co-teachers; Instructional Coach	Lesson plans; walk-throughs; monthly ELA department meetings; student records,	New teachers will be able to demonstrate the use of the instructional strategies learned during class. Current staff will continue to be able to demonstrate the strategies. Through the use of running records, data will be collected to show student growth
Curriculum; 1 ID05	The implementation of Classworks in the FLP classroom to address current Focus school status.	6/11-ongoing	Title 1,	FLP teacher, Administration	Rank order lists to identify FLP students, Universal Screeners, and FLP student growth reports.	Increased achievement in identified students scores in math and reading formative and summative assessment data.

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Professional Learning 1,4,5 ID02,03	New teachers will be trained on the use of the Reading Toolkit. The teaching of reading strategies to teachers will enhance the instructional element of reading.	8/14 -12/14	Title I and/or SIF of approx. $2100 for teacher consultant fee; instructional materials	6-8 All content area teachers and co-teachers, Instructional Coach	Lesson plans; walk-throughs; monthly ELA department meetings; student records	Title I Sign in sheets, agendas and minutes. ThinkGate data.
G Professional Learning; 1,4,5 ID02,03	Use weekly collaborative teacher meetings to establish smart goals. • Develop scoring and teacher student rubrics • Analyze student work to prioritize student needs every 9 weeks	8/11-ongoing	Content area teachers, SPED teachers & Instructional Coach	Regular and Inclusion teachers; Instructional Coach and Administrators	Student Work Samples Group minutes, benchmark test results. Pyramid of Intervention and ThinkGate data. Sign in sheets and agendas	Analyzed Student Work with commentary, small groups matched to instructional needs

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Professional Learning; 1,2 ID02	Utilize weekly Learning/Collaborative Team/Vertical Alignment meetings to: • Monitor student progress • Develop common assessments • Focus on instruction and student achievement • Looking at student work • Collaborate ideas as a staff to improve reading and writing literacy in all classrooms • Interactive notebooks and backwards design approach • FIP	8/11-ongoing 8/2014-ongoing	Content area teachers, SPED teachers & Instructional Coach Title I, funds for notebooks and other materials needed to support the use of notebooks. $5,000	Instructional Coach and Teachers Administration and Instructional Coach	Weekly agendas/Sign-in sheets, minutes, and PL plan Notebooks student and teacher use. Student work and formative assessments.	Student work reflects that students across the classrooms are held to the same CCGPS in all content areas and teachers are continuously revising lesson/unit plans and instructional practices based on the results of their data and quarterly benchmark assessments. ThinkGate. Focus walks related to FIP modules and teacher feedback. Teacher FIP journals

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Professional Learning; 5

IB03 | Special Education Staff and regular education teachers will coordinate lesson plans that reflect differentiation provided to SWD to align both content and instruction to ensure progress. Implement collaborative sessions with regular and SWD teachers to plan instruction, assessments and monitor progress of SWD students. | 8/11 – Ongoing | . Co-Teaching Coaching | Special Education and Regular Education teachers as part of the co-teaching pair. | Lesson plan products showing co-teaching and differentiated plans; common planning reflected by master schedule Documentation of Professional learning | SWD will show improved progress with IEP goals/objectives/ CCGPS standards. Classroom teachers will collaborate with each other to determine changes in IEPs reflected by student strengths and weaknesses supported by classroom assessments. |
| Professional Learning; 1,2,3,4

IC01 | Provide focused professional learning in:
• Co-teaching
• Flexible grouping for instruction
• FIP | 8/14 – Ongoing | Provided by RESA, Principal, Coach during summer training sessions and during the year as needed. | Principal, SWD Lead Teacher, Principal and/or Director of SPED | Training agendas and /Sign-in sheets, minutes, and PL plan. | Teacher evidence of co-teaching strategies are evident during classroom observations and walk-throughs by both school personnel and school system personnel. |
| Professional Learning; 1,2,3,5

IC01 | Provide on-going Professional Development In the areas of :
• FIP
• Backward unit Design
• Differentiation
• Assessment Data
• UDL | 8/14 – Ongoing | Estimated costs Title I; Contracted Professional Specialists i.e. Dr. Betty Ellis and Professional Development provided by RESA or other consultants. | Instructional Coach and Administration | Lesson Plans, Focus walk, All content area units that reflect DI/UDL strategies. Lesson plans driven by formative assessment data. | Improved instructional units |

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Professional Learning; 3,5 IC01	SWD and Regular Education Teachers will conduct monthly "Co-Teaching" meetings to refine and conduct the best practices.	8/2012-ongoing	SWD Lead Teacher; materials provided through the Co-Teaching Training	SWD Lead, Teacher, Asst. Principal, and SPED Director	Meeting agendas; attendance sheets; lesson plans; yearly plan illustrating the planned monthly meetings	Improved instructional units and lesson plans that reflect differentiation for SWD students. Observations that reflect improved co-teaching.
Professional Learning; 3,5 ID09	Use of technology/instruction • Each class equipped with a Smart TV. • Laptops • ViziTech UDL and other assistive technology will be implemented	7/2013-ongoing	Media Specialist, IT Personnel, Instructional Coach; Peer Teacher; Student Response Systems, netbooks.	Media Specialist, IT Personnel, Instructional Coach	Training agendas and /Sign-in sheets, minutes, and PL plan.	Teachers will be observed during the year utilizing technology resources in their classrooms such as SmartBoards, Smart TVs, netbooks, student response systems, ViziTech, assistive technology. The use of staff/student surveys to reflect effectiveness of technology.
Professional Learning; 1,3,5	MPMS leadership will participate in required "Focus School Training: Summer Leadership Academy" as outlined by ESEA Accountability. Principal will attend "Focus School Instructional Leadership Academy"	7/16-7/17/12; 7/9-7/10/13 7/2014-ongoing	Title I School Improvement Funds $3100	Principal, Asst. Principal, Director of Federal Programs, TCS Curriculum Specialist	State of GA documentation of participation	Teams will redeliver to the system administration and MPMS. Goals will be set for implementation. 2014-2015 focus/goal is relationships.

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Professional Learning; 1,2,3,4 C01	MPMS will receive professional learning in the use of Differentiation Instruction. A consultant will provide Differentiation Training to all content area teachers. RESA will provide PL in the following areas: • DI for Math • DI for Science	6/2015	Title I Funds; Consultant, $8,000 Teacher Stipends, $3200(Teachers*150)	Principal, Instructional Coach	Training agendas and /Sign-in sheets, minutes, and PL plan.	Lesson plans, units and classroom observations

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Professional Learning 1,2,3,4 C01	An Instructional Coach will provide support to teachers and the leadership team: Works closely with the principal in planning, implementing, and assessing reform efforts at the school for the purpose of creating a learning environment that supports academic achievement for all students. Works with the school's leadership team for the purpose of developing and implementing a staff development plan that identifies professional development needs. Provides assistance to teachers in analyzing test data and student work for the purpose of planning instruction that targets identified Needs Assists teachers in securing appropriate resources for the purpose of implementing the School Improvement Plan. Assists teachers in using flexible grouping for the purpose of addressing academic deficiencies appropriately and providing opportunities to accelerate academic performance.	07/14-ongoing	Title One: $57,729.00	Title 1 Director	Job Duties and descriptions, contract	Instructional Coach

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Leadership; 1,2,3,4,5,6,7,8 B02 B03	Increase the amount of time devoted to instructional leadership tasks by: • Increased number of awareness walks and communication of results to the teachers. • Increasing classroom observations with teacher feedback. • Participate in professional learning designed for leadership • Coaching teachers in effective instructional practices • The LT will analyze and monitor the application of disaggregated student data and progress of targeted students. • Implementation of LKES, TKES, and FIP • Leadership Team Training • Leadership Team Retreat – 5 days	8/2011-ongoing 9/2013-ongoing 10/2014 05/29/2015-06/04/2015	Principal, Assistant Principal, Instructional Coach, BOE personnel; School Improvement Specialist, Instructional Coach	Principal, Instructional Coach TCS, Administration, Teachers, Director of Federal Programs	Focus Walk data and schedule etc.; professional learning logs; minutes and sign-in sheets from PL sessions and planning sessions, Leadership Team minutes and agendas emailed to staff. Coaches records, minutes, conferencing schedule and feedback forms. LT agenda, minutes, sign-in sheet & PPT presentation	The administrative staff and leadership team will use the data to determine the effectiveness of increased leadership tasks School Keys Rubrics. The principal and leadership team will analyze the effect of RTI interventions by reviewing data from remediation classrooms. LT will demonstrate enhanced understanding of functioning as an effective leadership team by following the model presented in training.

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Leadership; 3,6,7 A02	Analyze data related to issues such as: attendance, discipline referrals, OSS, ISS to assist in identifying individuals and subgroups who may benefit from additional support and interventions, referral to community based resources and Second Step program.	8/2011-ongoing	Principal, Assistant Principal, Instructional Coach, BOE personnel; School Improvement Specialist, Guidance Counselor	Administration, Attendance Secretary, ISS Specialist, RTI Specialists	ABE monthly reports; RTI documentation; Guidance Groups Sign-in sheets.	The administration monitors daily attendance in PowerSchool. Leadership team will utilize the mentioned data to identify solutions to the weaknesses illustrated by the data. Leadership team will be able to articulate changes in policy and practices as driven by analyzed data.
School Culture; 1,2 d.10	Communicate clearly with the faculty the function and decisions of the Leadership Team, and routinely solicit input from the faculty. All faculty and staff will communicate an atmosphere of high expectations and a positive learning environment.	8/2011-ongoing	Principal, Assistant Principal, Instructional Coach, BOE personnel; School Improvement Specialist	Principal	Focus Walk data, charts, etc.; professional learning logs; minutes and sign-in sheets from PL sessions and planning sessions, Leadership Team Meeting agendas and minutes emailed to staff; attendance at leadership training	The administrative staff and leadership team will be able to interpret the data collected to complete the School Keys Rubrics.

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School Culture; 1,4 IB2	ABE (Alternative Behavior Educator). A discipline tracking program that also includes student behavior inventions to help the student change his/her negative behaviors.	08/2013-ongoing	Local Funds; ABE Consultant	Principal and Assistant Principal Teachers	Discipline data generated by the program, evidence of interventions being conducted	Staff will be able to explain the rationale behind using ABE as a behavior intervention program. Student discipline data will demonstrate the effectiveness of changing behaviors when compared to longitudinal data.

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Instruction; 2,3 ID5	Utilize the CCGPS Standards and Elements to provide instructional rigor using the instructional framework in the building.	8/2009-ongoing	Standards Based/Best Practices, FIP, RESA personnel; standards supplemented support such as Coach, Ready, Gallapade - $10,000	Instructional Coach, teachers, Administrators, Director of Curriculum & Instruction	Interdisciplinary units, writer's workshop elements (portfolio assessment, conferencing), and graphic organizers. CCGPS supplemental instructional material such as workbooks, interactive workbooks, and other CCGPS resources. Coach, Ready, Gallapade	Georgia Milestones, Portfolios, TKES and Awareness Walks reflect the use of exemplary practices.
Instruction; 2,3,4,7 ID5	Utilizes the CCGPS Standards and Elements to provide instructional remediation and enrichment by using • Supplemental instructional workbooks/periodicals to support GA Milestones i.e. Coach, ABC, Ready, etc. • Istation • Study Island • BrainPop • SRI	8/2014-ongoing	Title I funds $26,000	Instructional Coach, teachers, Administrators & Director of Curriculum and Instruction	Teacher Walk-throughs, lesson plans, unit plans, and Student Interactive Notebooks	Georgia Milestones, Benchmark Test Data, and Formative Assessments

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Instruction; 2,3,5,8 ID3	Use the language of the standards (LOTS) in all instruction to ensure rigor is consistent. • Implementation of FIP by the use of learning targets/ I Can statements	8/2009-ongoing 2014	FIP Modules, District training and resources, RESA, Director of Curriculum and GADOE	Instructional Coach, teachers, and Administrators	Benchmark Assessments; Sign in Sheets and Agendas from Teacher meetings/Lesson Plans/Posted Student Work aligned to standards; Focus Walks	Class profile, benchmark tests results, administrative and content specialist observations, student/teacher conferences will determine mastery of specific standards.
Instruction; 3,4 ID4,6	Integrate a variety of flexible grouping strategies that emphasize higher order thinking skills (HOTS) as evidenced by student work products and data.	08/2010-ongoing	Documentation of Lesson Plans and accommodations; roles and evidence of differentiation and co-teaching models	Instructional Coach, teachers, and Administrators	Focus Walks; TKES Observations, Student Work samples; lesson plans; student assessments.	100% of Co-teaching teams will be planning together during common planning times. The SPED teachers have been assigned to grade level teams to accommodate common planning. An increase of students with disabilities will meet state standards.

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Instruction; 3,4,7 ID4,5	Enhance the teaching of critical thinking skills and conceptual learning in all academic contents.	01/2011	Comprehension Toolkit, Interactive Notebooks, ViziTech, Gizmos, Classroom Laptops	Instructional Coach, Principals, Assistant Principal, All Academic Teachers	Master schedule, class rolls, student/class attendance, lesson plans, unit plans, HOTS assessments	Teachers will demonstrate the use of critical thinking and conceptual learning strategies in their daily instructional tasks. This will be measured by pre/post classroom assessments, ThinkGate data related to HOTS assessments, Content area units reflect HOTS, activities and assessments, DOK benchmarks
Instruction; 4 IA3	MPMS will develop and implement a "*Flexible Learning Plan*" in accordance with the requirements of ESEA Accountability.	7/2012-ongoing	FLP Planning Team of teachers, administrators, parents, central office personnel, etc. Title I $63,809	Principal, Instructional Coach, Asst. Principal, Teachers	The FLP will address academic deficiencies of identified students in accordance with ESEA Accountability requirements. Students will be individually targeted for academic support.	Decrease in achievement gap between white subgroup and SWD subgroup of students on the EOG assessment

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Planning & Organization; 3,4 IA1	The school's leadership will facilitate the development of a comprehensive school improvement plan that addresses achievement gaps identified by student data.	8/1/2011-ongoing	School Leadership Team, Teachers, School Council, SIS, Parents	Principal, School Leadership Team	A completed SIP and 45-day plans to drive improvement	All teachers and staff will be able articulate clearly the goals and strategies outlined in the School Improvement Specialist.

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Planning & Organization; 5,6 IA3 INDISTAR	MPMS will develop, implement and monitor a process for continuous improvement. • MPMS utilizes the school improvement process as outlined in the *School Improvement Field Guide* through Indistar Indistar will be assessed, plans created, and tasks assigned to meet the deadlines assigned by GADOE. A goal is set to assess at least ten indicators. Principal or process manager will make a minimum of three coaching comments per month.	8/1/2011- ongoing 10/2014-ongoing	SIS; GaDOE Indistar	Principal, School Leadership Team Principal, School Leadership Team, Teachers, Administrators, & School Improvement Specialist Instructional Coach	Indistar; School Improvement Plan Indistar Reports Indistar Reports	Faculty, staff and administrators can summarize the school improvement process and articulate school goals. They can demonstrate and provide documentation that shows that these goals directly impact student relational, emotional and academic needs.

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Planning & Organization; 5,6 IA01	MPMS will develop, implement and monitor a process for continuous improvement. • All strategies selected by the staff to address gaps and needs identified in their data-driven school improvement plan are consistently researched-based and highly appropriate to ensure the achievement of designated short and long-range goals. ▪ Remediation in math , science, social studies, and reading	8/1/2011- ongoing 08/2014- 4/2015	Research resources, professional learning on effective remediation strategies Title I stipends for tutors : $3500.00	Instructional Coach, Principal, Assistant Principal, Teachers Teachers, RTI Coordinator, Instructional Coach	Data analysis results, including pre-test, benchmark and post-test data. Classroom data analysis identifying targeted deficiencies, benchmark data, attendance sheets, lesson plans	The principal, leadership team and faculty can describe the data analysis process. They can also identify needs for all students including any subgroups. Teachers and staff will be able to articulate the remediation process, to include the initial identification of at-risk students, differentiation utilized during remediation to address the student's individual needs, and the process for determining when a student no longer needs remediation.

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A Guide to Support College and Career Ready Graduates

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Student Family & Community; 4,5 IE1	A Parent Involvement Coordinator will communicate with parents and the community by: • Posting important dates and activities on the school marquee • Distribute flyers at school office front desk area • Disseminate information to local organizations that serve MPMS students such as Teen Center, Boys & Girls Club, YMCA, public library and local churches • Post events on local cable community scroll (CNS) • Local newspaper • Post events on system & school websites • Parent Portal access on PowerSchool • School Newsletter	7/11/11-ongoing	Parent Involvement Coordinator Salary (Title I); $53,002	Parent Involvement Coordinator, secretaries, teachers, students, etc.	School and School system website, Snapshots, Newspaper Ads, PowerSchool Portal usage reports	The entire MPMS staff will be able to articulate the events that are presented throughout the school year for parents and students and will be able to verbalize the methods used by the school to communicate these events to parents. Increased parent involvement as evidenced by parent sign-in sheets.

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Student Family & Community; 1,2,3 IE1	Parent workshops are held quarterly. Community organizations are involved by: • Presenting • Parent materials	8/1/2011-ongoing	Copier paper; copier; marquee; computer access; video camera; camera Title I Parent Involvement Funds: $3000.00	Parent Involvement Coordinator	School calendar showing scheduled meetings, agendas, sign-in sheets; parent interest surveys	Parents become aware of the learning expectations of students, learning strategies, behavior supports, school and school system website snapshots, newspaper ads, PowerSchool Portal usage reports
Student Family & Community; 1,4,5 IE1	Staff members receive instructions to welcome parents and the community members through emails, meetings and professional learning. Parents are encouraged by the entire staff to visit MPMS and classrooms. Kickoffs are held for community organizations to help with recruitment of students for their services. Community organizations are invited to student orientations and open houses.	8/1/11-ongoing	In-house PL, email, internet access	Parent Involvement Coordinator; Teachers, Administrators	PL sign-in sheets, memos, emails, etc.	Teachers and staff should be able to articulate the function of small groups at MPMS. Teachers and staff will also be able to articulate how students are referred for small group participation.

<u>Important Links</u>

- **Revised 2013 School Keys Standards** - http://www.gaGaDOE.org/School-Improvement/School-Improvement-Services/Pages/default.aspx
- **Title I -** http://www.gaGaDOE.org/School-Improvement/Federal-Programs/Pages/default.aspx
- **Flexible Learning Program** - http://www.gaGaDOE.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-(FLP).aspx