

<b>School Improvement Plan</b>	
<b>School Name: Stewart County Middle School</b>	<b>System Name: Stewart County</b>
<b>Principal Name: SaJuana Williams</b>	<b>School Year: 2013-2014</b>
<b>Title I Schoolwide Program: Yes</b>	<b>Targeted Assistance: No</b>
<b>Needs Improvement Status: Adequate -</b>	
<b>School Improvement Grant</b>	
<b>Principal's Signature:</b>	<b>Date:</b>
<b>Title I Director's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>

### **Stewart County Middle School Measurable Goals**

**The percentage of students in all groups meeting and exceeding standards on the 6<sup>th</sup> grade CRCT in ELA will increase from 94% for 2013 to 95% for 2014.**

**The percentage of students in all groups exceeding standards on the 7<sup>th</sup> grade CRCT in ELA will increase from 24% for 2013 to 29% for 2014.**

**The percentage of students in all groups EXCEEDING standards on the 8<sup>th</sup> grade CRCT in ELA will increase from 35% for 2013 to 38% for 2014.**

**The percentage of students in all groups meeting and exceeding standards on the 6<sup>th</sup> grade CRCT in Reading will increase from 97% for 2013 to 98% for 2014.**

**The percentage of students in all groups EXCEEDING standards on the 7<sup>th</sup> grade CRCT in Reading will increase from 15% for 2013 to 24% for 2014.**

**The percentage of students in all groups EXCEEDING standards on the 8<sup>th</sup> grade CRCT in Reading will increase from 26% for 2013 to 28% for 2014.**

**The percentage of students in all groups NOT meeting standards on the 6<sup>th</sup> grade CRCT in Math will decrease from 26% for 2013 to 22% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 7<sup>th</sup> grade CRCT in Math will increase from 93% for 2013 to 94% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 8<sup>th</sup> grade CRCT in Math will increase from 91% for 2013 to 93% for 2014.**

### **Stewart County. Middle School Measurable Goals**

**The percentage of students in all groups meeting or exceeding standards on the 6<sup>th</sup> grade CRCT in Science will increase from 56% for 2013 to 61% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 7<sup>th</sup> grade CRCT in Science will increase from 56% for 2013 to 61% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 8<sup>th</sup> grade CRCT in Science will increase from 70% for 2013 to 82% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 6<sup>th</sup> grade CRCT in Social Studies will increase from 83% for 2013 to 85% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 7<sup>th</sup> grade CRCT in Social Studies will increase from 82% for 2013 to 88% for 2014.**

**The percentage of students in all groups meeting or exceeding standards on the 8<sup>th</sup> grade CRCT in Social Studies will increase from 76% for 2013 to 85% for 2014.**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A-1.3 I-2.2	1. Expand teachers' collaborative work to design common assessments in all contents with an understanding of Depth of Knowledge.	Aug. 2010- May 2014	\$XX for subs SI Funds	External agencies- RESA, DOE, GRLS, Columbus State Teacher Leaders Principal	<ul style="list-style-type: none"> <li>• Common assessments (formative &amp; summative) with items at each DOK level</li> <li>• Meeting agendas &amp; minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessments are administered by all teachers in the same grade/content area.</li> <li>• Teachers can give examples of instructional practices they have learned from their collaborative partners.</li> <li>• Teachers can explain how assessments emphasize higher-order thinking.</li> </ul>
A-2.1	2. Increase the use of diagnostic assessment for each instructional unit.	Aug. 2010- May 2014	No Cost	External agencies- RESA and DOE	<ul style="list-style-type: none"> <li>• Diagnostic assessments</li> <li>• Student results</li> <li>• Instructional plans that address results</li> <li>• Study Island, USA test prep, OAS</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can identify individual and class strengths and weaknesses.</li> <li>• Teachers can explain how instruction has been designed to meet student needs based on the diagnostic assessment.</li> </ul>
A-2.1 I-2.5 I-2.6	3. Use formative and unit benchmarks data to adjust instruction and to provide timely instructional interventions, including flexible grouping, small group instruction, tutoring, and other safety nets.	Aug. 2010- May 2014		Principal and Teacher Leaders	<ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Rosters of targeted students</li> <li>• Instructional plans that address assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can articulate how instruction is revised based on results from assessments.</li> <li>• Teachers can explain the data that support student participation in particular interventions.</li> </ul>

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I-1.1	4. Implement a shared framework for instruction (Georgia Curriculum Frameworks).	Aug. 2010-May 2014	No Cost	External agencies	<ul style="list-style-type: none"> <li>• Curriculum maps</li> <li>• Units for each content area</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can articulate how the framework was selected and how it consistently guides a shared understanding of what students should understand and be able to do.</li> <li>• Organizing frameworks that are aligned to standards direct instruction versus textbooks.</li> </ul>
I-2.1	5. Support all students by using effective co-teaching practices and assistive technology.	Aug. 2010-May 2014	No Cost	Director of Special Education GLRS	<ul style="list-style-type: none"> <li>• Co-teaching lesson plans</li> <li>• IEPs</li> <li>• Assistive Technology Consideration Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can explain how the selected co-teaching model best meets the needs of students with disabilities and regular education students.</li> <li>• Teachers and students can explain how assistive technology provides access to the CCGPS.</li> <li>• Improved student achievement</li> </ul>
I-2.1	6. Support students' vocabulary development by consciously and consistently using the language of the standards and content.	Aug. 2010-May 2014		Teacher Leaders	<ul style="list-style-type: none"> <li>• Focus Walk checklist data</li> <li>• Word Walls</li> <li>• KIM Notebooks/Vocabulary strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Students use the language of the standards and content in classroom discussions, when describing their work, and while completing performance tasks.</li> </ul>

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I-2.2	7. Implement instructional strategies that encourage all students to use higher-order thinking skills, processes, and mental habits of mind.	Aug. 2010- May 2014	No Cost	External agencies	<ul style="list-style-type: none"> <li>• Performance tasks</li> <li>• Student work showing evidence of higher-order thinking (projects, investigations, Thinking Maps, etc.)</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Students take risks in responding, extending, questioning and/or producing products that reflect the application level or higher on Bloom's Taxonomy.</li> <li>• Teachers can explain how classroom learning activities emphasize higher-order thinking.</li> </ul>
I-2.3	8. Provide in-house training on the use of formative assessment and increase the use of differentiation by implementing strategies from professional learning including flexible grouping.	July 2010 thru May 2014	No cost	Principal, External agencies, Colleagues	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Group assignment charts</li> <li>• Focus Walk data</li> <li>• Training materials</li> <li>• Teacher sign-in sheets for training</li> <li>• Study group agendas/minutes</li> <li>• Formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teachers can explain how and why students are working toward the same standard but in varying ways.</li> <li>• Teachers assess and use knowledge of students' stages of development, learning profiles, and areas of exceptionality in instructional decisions.</li> <li>• Teachers can develop and administer formative assessments and use results to revise instruction and plan interventions.</li> </ul>
I-2.7	9. Increase student/teacher use of instructional technology by providing professional development training on the use of	Aug. 2010- May 2014		Principal, External agencies	<ul style="list-style-type: none"> <li>• Performance tasks, student work products requiring technology</li> <li>• Lesson plans</li> <li>• Focus Walk data</li> <li>• Training materials (handouts)</li> </ul>	<ul style="list-style-type: none"> <li>• Students can explain how technology supports their learning.</li> <li>• Students and teachers can provide examples of student work that has been enhanced by technology.</li> </ul>

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	instructional technology to increase conceptual understanding and by requiring teachers to effectively use instructional technology in at least one lesson.				<ul style="list-style-type: none"> <li>• Teacher sign-in sheets from training</li> <li>• Training schedules and agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teachers regularly use technology to help meet the GPS.</li> <li>• All teachers' lesson plans reflect the use of instructional technology.</li> </ul>
SFC-1.1 SFC-1.2 SFC-1.3	10. Reinforce the continuous improvement process by addressing identified parenting needs through workshops, conferences, and other parent involvement opportunities.	Aug. 2010-May 2014		Family & Community Coordinator, Principal,	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Agendas</li> <li>• Minutes</li> <li>• Monthly Parent Conversations sign-in sheets</li> <li>• Stakeholder Luncheon sign-in sheets (Dec. &amp; March)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents can explain how they support their child/children in meeting the standards.</li> <li>• Parents can articulate how their participation in parenting activities impacts student achievement.</li> </ul>
L-4.3 P&O 2.3	11. Strengthen the leadership team in analyzing and disaggregating data to monitor improvement by having teacher teams use a protocol for examining and sharing data.	Aug. 2010-May 2014		Leadership Team Chair	<ul style="list-style-type: none"> <li>• Leadership Team agendas and minutes</li> <li>• Data room with formative and summative indicators of student achievement and organizational effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• The principal and leadership team can describe the data analysis process.</li> <li>• They can identify needs for all students and subgroups, as well as organizational needs indicated by data.</li> </ul>
PL-3.2 PL-3.3	13. Provide additional Thinking Maps training for teachers.	January 2014	No cost	RESA	<ul style="list-style-type: none"> <li>• Training materials</li> <li>• Teacher sign-in sheets for training</li> <li>• Lesson plans reflecting implementation of</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can explain how training impacts their teaching and student learning.</li> <li>• Student work products</li> </ul>

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					strategies taught	reflect higher levels of Bloom's Taxonomy.
PL-3.3 SC-1.5	14. Have teachers increase their understanding of content and instructional strategies by regularly conducting peer walks.	Sept. 2010 – May 2014	No Cost	Principal	<ul style="list-style-type: none"> <li>• Peer observation schedules</li> <li>• Reflections/feedback forms from peer observations</li> <li>• Study Group Agendas/Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can explain how participation in the peer observation process impacts their professional practice.</li> <li>• Teachers demonstrate a shared understanding of the CCGPS and student work as evidenced by common assessments, unit/lesson plans, and analysis of student work.</li> </ul>
PL-3.3 SC-1.5	15. Provide mentoring for beginning teachers and other teachers in need of support.	Sept. 2010 – May 2013	\$1,500 Stipends SIG	Principal	<ul style="list-style-type: none"> <li>• Mentor assignment charts</li> <li>• Mentoring meeting agendas and schedules</li> <li>• Mentoring logs</li> <li>• Mentor/mentee reflection journals</li> </ul>	<ul style="list-style-type: none"> <li>• Principal can explain the process for identifying and pairing mentors with mentees.</li> <li>• Mentors can explain how mentoring activities address mentee needs.</li> <li>• Mentees can describe how mentoring activities impacts professional practice.</li> </ul>
I-1.1	17. Implement standards-based classrooms school-wide, driven by organizing frameworks, data,	July 2010 – May 2014	No Cost	Principal	<ul style="list-style-type: none"> <li>• SBC HIP rubric</li> <li>• Standards-Based Unit Plans</li> <li>• Standards/Elements, Organizing Framework posted</li> </ul>	<ul style="list-style-type: none"> <li>• Students can explain how their learning tasks connect to the standard(s)/element(s).</li> <li>• Teachers articulate a common understanding of</li> </ul>



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	flexible grouping, embedded technology, word walls.					the rigor expected from the standards.