##  SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

|  |
| --- |
| **NAME OF SCHOOL/PRINCIPAL:****Greenville Middle School - Michael Perry** |
| **NAME OF DISTRICT/SUPERINTENDENT:****Meriwether County/ Dr. Tim Dixon** |
| *□ Comprehensive Support School □ Targeted Support School* ***X*** *Schoolwide Title 1 School □ Targeted Assistance Title 1 School □ Non-Title 1 School □ Opportunity School* |

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

**Advancing Leadership | Transforming Schools**

All required components of the Title I School-wide and Targeted Assistance are included in this template.

|  |
| --- |
| **SIGNATURES:**Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title 1 Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Title 1 Schools only) |

|  |  |  |
| --- | --- | --- |
| Name | Position/Role | Signature |
| Michael Perry | Principal (Middle) |  |
| Shenisa Allen | AP/Counselor |  |
| Makeisha Butler | Academic Coach |  |
| Jamira Kendrick | 8th Grade Team Lead Teacher |  |
| Destinie Thomas | 7th Grade Team Lead Teacher |  |
| Brandy Perry | Building SPED Lead |  |
| Jon Olson | 6th Grade Team Lead Teacher |  |
| Gina Willis | CTAE Lead Teacher |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 **Planning Committee Members (SWP 8, 16)**

Title I only **(SWP 10, 15, 19)**

The Letter of Intent for Title I School-wide was submitted on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Designated as a Priority School \_\_Yes\_\_(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** |
|

|  |
| --- |
| Student Achievement- Math  |

 Literacy – Increase Lexile Levels of all students Increase Technology Usage Parental Involvement PBIS – Discipline * PBIS Implementation
* Decrease Bus Discipline

Data - Driven Instruction |  Common Formative Assessments School Climate Surveys Georgia Milestone Results Discipline Attendance Teacher Needs Assessment Surveys Title I surveys CCRPI Results Student Engagement Walk-throughs |  BST Team  Students  Teachers  Parents  | Newsletters School WebsiteE-MailsOne Call NowPhone CallsRemind Text Progress ReportsReports Cards Conferences |
|  |  |  |  |

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

**Strategic Plan Goal Area:** Excellence in Academic Achievement **(SWP 2, 7, 9, 10)**

**Strategic Plan Performance Objective:** Increase Student Mastery of the Standards:

**Measurable Goal(s)/Performance Target(s):**

* Increase % of students in eighth grade scoring within or above the Lexile Band (> 1050L) by 15% in the 2016/2017 school year.
* **% of students scoring at or above Lexile Band:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2015-2016 Baseline Data** | **Target 2016-2017** | **2016-2017** |
| **Grade 8** | 44.5 | 50 |  |

 **(SWP 2, 7, 9, 10)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**  |
| **(SWP 9)** | **Artifacts** | **Evidence** |  |
| Curriculum Instruction | ALL8th Grade | Train Faculty and Staff on how to use Lexile Levels to guide instruction.Inform parents about Lexile levels through meetings, website, and newsletters Job embedded Professional learning for balanced literacy Implement the use of a systematic reading program (Reading Street) in grade 6, and (Read 180) in grades 7-12.Implement the use of the myON personalized reading programAfter school support for reading, if funds are availableInstructional Technology TrainingIncrease Student use of technologyPurchase Assesslets from Georgia Center for Assessment | Classroom Observation Data / FeedbackFormative AssessmentsMilestone Results Sign in sheets and agendas | **School Leaders Demonstrate:** Improved performance during Classroom walkthroughs and TKES observations.**Teachers Demonstrate:** Well planned lesson plans based on standardsImproved performance on observations**Students Demonstrate:** Improvement onMilestones Results, increased Lexile scores **Parents Demonstrate:** Knowledge of students Lexile Level, what they mean, and how to assist at home. | Review Lesson Plans Sign in sheets and agendas of professional learningMonitor use of technology by students during observations and through lesson plans and data talks  | myOn Reading Program$6300 for program$2000 professional learning$1000 for Assesslets |

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

**Strategic Plan Goal Area:** Excellence in Academics (SWP 2, 7, 9, 10)

**Strategic Plan Performance Objective:** Develop a Rigorous and Consistent Curriculum for All

**Measurable Goal(s)/Performance Target(s):**

* Increase % of middle school students with disabilities meeting subgroup performance targets on the CCRPI by 3% in the 2016/2017 school year.
* Increase % of students meeting typical and high growth at the middle school level by 8% in the 2016/2017 school year.
* Increase % of middle school students taking advanced content courses by \_\_\_% in the 2016/2017 school year.
* Increase % of students in eighth grade scoring proficient or distinguished on the GMAS EOG in by 15% in the 2016/2017 school year.
* **GMS will Increase % of students taking advanced content courses:**

|  |  |  |
| --- | --- | --- |
|  | 2015 – 2016 Baseline | 2016 – 2017 Goal |
| Middle School | 0 | 3 |
|  |  |  |

* **GMS will Increase % of students meeting typical and high growth:**

|  |  |  |
| --- | --- | --- |
|  | 2015 – 2016 Baseline | 2016 – 2017 Goal |
| ELA |  |  |
| Math |  |  |
| Science |  |  |
| SS |  |  |

* **GHS will Increase % of students meeting typical and high growth:**

|  |  |  |
| --- | --- | --- |
|  | 2015 – 2016 Baseline | 2016 – 2017 Goal |
| ELA |  |  |
| Math |  |  |
| Science |  |  |
| SS |  |  |

* **GMS will increase % of middle school students with disabilities meeting subgroup performance targets on the CCRPI:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ELA |  | Math |  | Science |  |  | Social Studies |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SWD | 0 |  | 3.57 |  | 1.85 |  |  | 1.79 |  |
| 16/17 Goal | 3 |  | 6 |  | 4 |  |  | 4 |  |

* **GMS will increase the percentage of students scoring proficient or distinguished in all subject areas as follows:**

|  |  |  |
| --- | --- | --- |
| 6th | 2015 – 2016 Baseline | 2016 – 2017 Goal |
| ELA | 14.28% | 17% |
| Math | 10.71% | 15% |
| Science | 14.28% | N/A |
|  SS | 7.14% | N/A |

|  |  |  |
| --- | --- | --- |
| 7th | 2015 – 2016 Baseline | 2016 – 2017 Goal |
| ELA | 7.14% | 11% |
| Math | 15.7% | 18% |
| Science | 12.84 | N/A |
|  SS | 8.56 | N/A |

|  |  |  |
| --- | --- | --- |
| 8th | 2015 – 2016 Baseline | 2016 – 2017 Goal |
| ELA | 18.62% | 21% |
| Math | 9.8% | 12% |
| Science | 10.78% | 13% |
|  SS | 16.66% | 19% |

 **(SWP 2, 7, 9, 10)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**  |
| **(SWP 9)** | **Artifacts** | **Evidence** |
| Curriculum Instruction | AllSWDED | PL for Co-teachers and paraprofessionalsMonitor lesson plans and instructional delivery of co-taught classrooms.Analyze student data scoring in the lowest 25th percentile, and create a student support plan with targeted interventions based on student data.Monitor lesson plans and instructional delivery for differentiated instruction as well as higher order thinking questions, activities, and performance based assignments.Monthly grade level PL on assessing student work in order to guarantee the appropriate level of rigor is expected.Professional Learning:* Maximizing the Instructional Time
* Differentiated Instruction
* Instructional Technology
* Higher Order Thinking Questioning PL

Implement the use of FEV Tutor program in the classroom and as a instructional support tool for students serving ISS/OSSSummer School | Sign in sheets / Agendas for PLLesson PlansStudent Support PlansStudent Work SamplesClassroom Observations and Feedback | **School Leaders Demonstrate:**Job embedded PL observedStudent data to support effectiveness of PLTKES feedback / coaching sessions demonstrating teacher growth**Teachers Demonstrate:**Knowledge of individual student’s needsKnowledge / expectation of the standards**Students Demonstrate:** Increased scores on Pre/post testIncreased fluency in reading and mathUnderstanding of expectations and performance levels based on exemplary work samples | Monitor Pre / Post test dataMonitor math matters and reading fluency dataReview student work samplesReview student support plansTKES feedback / coaching sessionsReview Lesson Plans Sign in sheets and agendas of professional learning  | Title I – Instructional CoachTitle II – Job Embedded local PL (subs / materials) $15,000.00RTI CoordinatorTitle I Technology SpecialistFEV Tutor $5000Summer School Estimate Title I or Title II, $6000 |

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

**Strategic Plan Goal Area:** Organizational and Operational Effectiveness **(SWP 2, 7, 9, 10)**

**Strategic Plan Performance Objective:** Decrease the Number of School Referrals

**Measurable Goal(s)/Performance Target(s):**

* Decrease the number of office referrals by 10%
* Decrease the number of bus referrals by 10%
* Achieve operational status in PBIS by the end of the year.
* Increase the number of parents using the parent portal for the 2016/2017 school year.
* Increase the number of parents completing the School Climate Survey (Georgia Parent Survey).
* Increase the diversity of parent volunteers at the school by \_\_\_% for the 2016/2017 school year.
* Increase positive communication from media outlets and social media by \_\_\_% for the 2016/2017 school year.
* Increase the school’s star rating by one star for the 2016/2017 school year.
* Decrease the number of bus discipline referrals by 2% for the 2016/2017 school year.
* Decrease the number of school discipline referrals by 2% for the 2016/2017 school year.

 **(SWP 2, 7, 9, 10)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**  |
| **(SWP 9)** | **Artifacts** | **Evidence** |
| Planning and Organization InstructionSchool CultureProfessional Learning School culture Family and Community EngagementLeadershipPlanning and Organization | AllBus RidersTeachersParents | Develop a behavior team that will make behavioral observations, conduct Functional Behavior Analyses, and develop Behavior Intervention Plans Professional Learning on Functional Behavior Analysis (FBA) Professional Learning on Behavior Intervention Plan (BIP)Develop a Mentoring Program made up of community leaders and members Embed lesson plans for teaching positive behavior expectations Provide explanations and discussions with parents/guardians for bus rules, behavior expectations, and safety concernsLetter for bus expectations consequences for infractions | Sign in sheets and agendas FBA’s for students BIP’s for students Sign in sheets for visiting mentorsLesson Plans Letter to parents/guardians |  **School Leaders Demonstrate:**An understanding of areas to focus on discipline concernsLess time devoted to discipline**Teachers Demonstrate:**An understanding of student triggersLess disruption in classroomsEffective use of a classroom management plan & individual BIP**Parents Demonstrate:**Understanding of behavioral expectations | Review BIP’sReview Discipline data monthly TKES observations / Positive Learning EnvironmentMonthly Bus checks / recognition of bus with fewest referralsRecognition of grade level with fewest referralsIndividual student discipline data assigned a mentor  | PBIS RESA AssistanceSWIS RTI CoordinatorTitle I Instructional CoachCounselorCommunity members / leaders |

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

**Strategic Plan Goal Area:** Parent and Community Ownership **(SWP 2, 7, 9, 10)**

**Strategic Plan Performance Objective:** Increase Parental Involvement

**Measurable Goal(s)/Performance Target(s):**

* Increase the number of parents completing the School Climate Survey from 97 to 130.
* Increase the number of academic focused parental involvement activities in a school year by 5.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**  |
| **(SWP 9)** | **Artifacts** | **Evidence** |
| School culture Family and Community EngagementPlanning and Organization | AllParentsCommunity Members | Provide stations at open house that will allow parents to sign up for Remind and Infinite Campus. Develop a Mentoring Program made up of community leaders and members. Work with Instructional Technology to assist in training for Infinite Campus, Title I Survey, School Climate Survey, and ways to incorporate student use of technology at home.Plan family engagement outreach events at school and in our community.Minimum of 2 positive phone calls home per month per teacher.Advertise all trainings through newspaper, web site, newsletters, social media, and One Call Now.RAZ Kids Parent training and student login information sent home for at home use.Staff Culture Surveys | Sign in sheets and agendas Sign in sheets for visiting mentors Letter to parents/guardiansVideoed Instructional based lessonsNumber of parents using Infinite CampusRAZ Kids completed activities | **School Leaders Demonstrate:**Open communication with parentsA better representation of climate dataDecrease in student discipline**Teachers Demonstrate:**Easier and more effective communication with parents.Decrease in classroom discipline**Parents Demonstrate:**Understanding of behavioral expectations | Monitor / Review parent participation in trainings / eventsReview Discipline data monthly TKES observations / CommunicationReview Communication log in Infinite CampusIndividual student discipline data assigned a mentor | PBIS RESA AssistanceSWIS RTI CoordinatorTitle I Instructional CoachCounselorCommunity members / leadersOne Call NowWeb Site CoordinatorRAZ Kids License – Local $2000.00 |

**Professional Learning Plan to Support School Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| Instructional Technology Training | September 2016 – May 2017 Monthly Trainings | None | Title I Instructional Technology Specialist | Increased use of students utilizing technology during observations and review of lesson plans | Lesson plans, sign in sheets, agendas, student work  |
| Creating an Academically Challenging Environment | September 2016 | Title II - $6000.00Supplement for Saturday PL | Principal, Assistant Principals, Instructional Coaches | TKES Walkthroughs and Observations – Improvement in utilizing instructional timeImplementation of HOTS questions / activitiesStudent Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation |
| Differentiated Instruction | October 2016 | Title II - $6000.00 Supplement for Saturday PL | Title I Instructional Coach, Principal, Assistant Principal | TKES Walkthroughs and Observations – Increase in Tier I DifferentiationLesson PlansStudent Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation / Student Groups |
| Higher Order Thinking Questioning PL | October 2016 | None | DOE SIS, Principal, Assistant Principal | Walkthroughs, Implementation of effective questioning reaching all students.  | Observations, TKES formative and summative, increased student formative and summative assessment results.  |

 **(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** |
| 2017 Model Schools Conference | June 2017 | Title II $7500 | Federal Programs Director, Middle School Principal | Increase of innovative educational practices, improvement of use of data driven instruction in the classroom, Re-delivery to all Middle/High School staff, TKES Walkthroughs and Observations – Improvement in utilizing instructional timeImplementation of HOTS questions / activitiesStudent Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation / Student Groups |
| Data Driven Instructional Practices for Academically Challenging Environments | 2016-2017 School year | Title II - $6000.00Supplement for Saturday PL | Principal, Assistant Principals, Instructional Coaches | TKES Walkthroughs and Observations – Increase in Tier I DifferentiationLesson PlansStudent Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation / Student Groups |
| Dealing with difficult students and poverty professional learning. | 2016-2017 School year | Title I - $1000.00PL | Principal, Assistant Principals, Instructional Coaches | TKES Walkthroughs and Observations – Increase in Tier I DifferentiationLesson PlansStudent Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation / Student GroupsIncreased student learning time,Decreased Discipline Referrals |

### Highly Qualified Staff

(SWP 3, 5)

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

 If no, explain

List efforts to recruit highly qualified teachers to your school.

The Meriwether County School System’s Personnel Department posts vacancies on the Teach Georgia website (www.teachgeorgia.org). District and school personnel attend various college job fairs and give interested persons literature detailing the mission, vision, and values of the Meriwether County School System.

New teachers are assigned a building-level mentor who meets with them regularly, observes in their classroom, and provides feedback.. The new teachers also observe the mentor’s classroom.

### 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