## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## TITLE I TARGETED ASSISTANCE (TA) PLAN

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| --- |
| **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.

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| **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 |  |
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**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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)

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| --- | --- | --- | --- |
| **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 Website  E-Mails  One Call Now  Phone Calls  Remind Text  Progress Reports  Reports 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)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | ALL  8th 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 program  After school support for reading, if funds are available  Instructional Technology Training  Increase Student use of technology  Purchase Assesslets from Georgia Center for Assessment | Classroom Observation Data / Feedback  Formative Assessments  Milestone 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 standards  Improved 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 learning  Monitor 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 |  |

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| 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:**

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| --- | --- | --- |
| 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 |

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| 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 |

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| 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)**

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| **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 | All  SWD  ED | PL for Co-teachers and paraprofessionals  Monitor 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/OSS  Summer School | Sign in sheets / Agendas for PL  Lesson Plans  Student Support Plans  Student Work Samples  Classroom Observations and Feedback | **School Leaders Demonstrate:**  Job embedded PL observed  Student data to support effectiveness of PL  TKES feedback / coaching sessions demonstrating teacher growth  **Teachers Demonstrate:**  Knowledge of individual student’s needs  Knowledge / expectation of the standards  **Students Demonstrate:**  Increased scores on Pre/post test  Increased fluency in reading and math  Understanding of expectations and performance levels based on exemplary work samples | Monitor Pre / Post test data  Monitor math matters and reading fluency data  Review student work samples  Review student support plans  TKES feedback / coaching sessions  Review  Lesson Plans  Sign in sheets and agendas of professional learning | | Title I – Instructional Coach  Title II – Job Embedded local PL (subs / materials) $15,000.00  RTI Coordinator  Title I Technology Specialist  FEV Tutor $5000  Summer 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)**

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| **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  Instruction  School Culture  Professional Learning  School culture  Family and Community Engagement  Leadership  Planning and Organization | All  Bus Riders  Teachers  Parents | 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 concerns  Letter for bus expectations consequences for infractions | Sign in sheets and agendas  FBA’s for students  BIP’s for students  Sign in sheets for visiting mentors  Lesson Plans  Letter to parents/guardians | **School Leaders Demonstrate:**  An understanding of areas to focus on discipline concerns  Less time devoted to discipline  **Teachers Demonstrate:**  An understanding of student triggers  Less disruption in classrooms  Effective use of a classroom management plan & individual BIP  **Parents Demonstrate:**  Understanding of behavioral expectations | Review BIP’s  Review Discipline data monthly  TKES observations / Positive Learning Environment  Monthly Bus checks / recognition of bus with fewest referrals  Recognition of grade level with fewest referrals  Individual student discipline data assigned a mentor | | PBIS RESA Assistance  SWIS  RTI Coordinator  Title I Instructional Coach  Counselor  Community 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.

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| **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 Engagement  Planning and Organization | All  Parents  Community 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/guardians  Videoed Instructional based lessons  Number of parents using Infinite Campus  RAZ Kids completed activities | **School Leaders Demonstrate:**  Open communication with parents  A better representation of climate data  Decrease 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 / events  Review Discipline data monthly  TKES observations / Communication  Review Communication log in Infinite Campus  Individual student discipline data assigned a mentor | | PBIS RESA Assistance  SWIS  RTI Coordinator  Title I Instructional Coach  Counselor  Community members / leaders  One Call Now  Web Site Coordinator  RAZ Kids License – Local $2000.00 |

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

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| **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 - $6000.00  Supplement for Saturday PL | Principal, Assistant Principals, Instructional Coaches | TKES Walkthroughs and Observations – Improvement in utilizing instructional time  Implementation of HOTS questions / activities  Student 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 Differentiation  Lesson Plans  Student 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)**

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| **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 time  Implementation of HOTS questions / activities  Student 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 - $6000.00  Supplement for Saturday PL | Principal, Assistant Principals, Instructional Coaches | TKES Walkthroughs and Observations – Increase in Tier I Differentiation  Lesson Plans  Student 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 - $1000.00  PL | Principal, Assistant Principals, Instructional Coaches | TKES Walkthroughs and Observations – Increase in Tier I Differentiation  Lesson Plans  Student Achievement | Lesson plans, sign in sheets, agendas, student work, TKES Observations / Documentation / Student Groups  Increased 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