

Jasper Middle School Improvement Plan 2015-16



JMS School Improvement Team 2015-16

- | | |
|---|--|
| 1. Shane Purdy, Principal | 6. Michele Parks, Special Education Representative |
| 2. Anita Walker, Assistant Principal – RTI Coordinator | 7. Whitney Hancock, 504 Representative |
| 3. Tammy Duncan, 6 th Grade Representative | 8. Kim Hamilton, Gifted Education Representative |
| 4. Darlene Fowler, 7 th Grade Representative | 9. Jolain Brownell, Academic Coach Representative |
| 5. Shelly Vincent, 8 th Grade Representative | 11. Todd Dobson, Connection Representative |
| 6. Mary Perdue, Media Center Specialist | 12. Angelina Falgiano, Special Education Lead |

SCHOOL IMPROVEMENT PLAN – INFORMATION PAGE

School Name: Jasper Middle School		District Name: Pickens County School System	
Principal Name: Shane Purdy		School Year: 2015-2016	
Title I Schoolwide Program <input type="checkbox"/>	Title I Targeted Assistance <input type="checkbox"/>	Non-Title I School <input type="checkbox"/>	
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)			
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>	Priority (Achievement) <input type="checkbox"/>
Alert School <input type="checkbox"/>		Focus School <input type="checkbox"/>	
Subject Alert <input type="checkbox"/>	List Subject(s)	Graduation Gap <input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert <input type="checkbox"/>	List Sub-Group(s)	Achievement Gap <input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert <input type="checkbox"/>	List Sub-Group(s)		
Principal's Signature:			Date: 06/5/2015
Title I Director's Signature:			Date:
Superintendent's Signature:			Date:



School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

Page 1	SIP TITLE PAGE	
Page 2	SIP INFORMATION PAGE	
Page 3	TABLE OF CONTENTS & DOCUMENT REVISION HISTORY	
Page 4	STRATEGIC GOAL AREA I: Student Achievement	<i>Performance Objective A:</i> Implement State-adopted Curriculum
Page 5	STRATEGIC GOAL AREA I: Student Achievement	<i>Performance Objective B:</i> Utilize Formative and Summative Data
Page 6	STRATEGIC GOAL AREA I: Student Achievement	<i>Performance Objective C:</i> Implement Differentiation and a Diversity of Learning Strategies
Page 7	STRATEGIC GOAL AREA I: Student Achievement	<i>Performance Objective C:</i> Implement Differentiation and a Diversity of Learning Strategies
Page 8	STRATEGIC GOAL AREA I: Student Achievement	<i>Performance Objective D:</i> Improve Student Test Scores
Page 9	STRATEGIC GOAL AREA I: Student Achievement	<i>Performance Objective D:</i> Improve Student Test Scores
Page 10	STRATEGIC GOAL AREA II: Student & Stakeholder Involvement	<i>Performance Objective A:</i> Identify and Utilize Community Resources
		<i>Performance Objective B:</i> Foster Positive Relationships Among All Students and Stakeholders
Page 10	STRATEGIC GOAL AREA II: Student & Stakeholder Involvement	<i>Performance Objective C:</i> Provide Opportunities for Stakeholder Education
Page 11	STRATEGIC GOAL AREA II: Student & Stakeholder Involvement	<i>Performance Objective D:</i> Develop a District-Wide Communication Plan
Page 12,13	STRATEGIC GOAL AREA II: Student & Stakeholder Involvement	<i>Performance Objective E:</i> Increase Stakeholder Communication
Page 14	STRATEGIC GOAL AREA III: Organizational Growth & Improvement	<i>Performance Objective A:</i> Develop a System-wide Professional Development Plan
Page 15,16	STRATEGIC GOAL AREA III: Organizational Growth & Improvement	<i>Performance Objective B:</i> Provide Training for Classified Staff
Page 17,18	STRATEGIC GOAL AREA III: Organizational Growth & Improvement	<i>Performance Objective C:</i> Provide PL Opportunities for Certified /Professional Staff
Page 19	STRATEGIC GOAL AREA IV: Internal Processes	<i>Performance Objective A:</i> Increase Student Access to Technology in our Schools
		<i>Performance Objective B:</i> Increase Student Participation in School Cafeteria Meal Programs
		<i>Performance Objective C:</i> Maintain Facilities
		<i>Performance Objective D:</i> Ensure a Safe School Environment in all School Facilities
		<i>Performance Objective E:</i> Transport Students in a Safe and Efficient Manner
		<i>Performance Objective F:</i> Operate in a Fiscally Responsible Manner
		<i>Performance Objective G:</i> Recruit & Retain Highly Qualified Staff

Document Revision History

5/26/15	JMS Literacy Instructional Team meeting to update SIP. (8:30am)
5/26/15	JMS School Leadership Team meeting to update SIP. (10:30am)
8/11/15	JMS School Leadership Team meeting to update SIP. (7:15am)
1/25/16	JMS Staff edits and updates entered

PROCESS GOAL: All teachers will improve & expand research-based instructional methods through professional learning.

STRATEGIC GOAL AREA I: Student Achievement
Performance Objective A: Implement State-adopted Curriculum

Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning
--------------------	------------------	------------------------------------	----------	---	-----------------------	---

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

						Artifacts (Tangible)	Evidence (Outcomes)
1,2,3,7,8	3,4,9	Initiative: Through the Academic coach and the Literacy Instructional Team, school will conduct horizontal curricular alignment meetings with teachers and incorporate and increase literacy instructional strategies across the curriculum.	2015-2016 Monthly	Academic Coach Salary - Title I Instructional Materials (\$200)	Academic Coach & Literacy Instructional Team (LIT)	<i>See Action Steps</i>	<i>See Action Steps</i>
2b-c,3	3,4,9	Action Steps	Bi-Monthly	Academic Coach Salary - Title I Instructional Materials (\$200)	Academic Coach & LIT	Curriculum Map Revisions	Horizontal Framework and Common Mapping
		1. Review curriculum maps					
2b-d,3,7	3,4,9	2. Create common assessments / rubrics	Bi-Monthly	Academic Coach Salary - Title I Instructional Materials (\$200)	Academic Coach & LIT	Common Assessments	Common Assessments
2a-d,3	3,4,9	3. Incorporate the Striving Reader's Plan into teacher's weekly lesson plans	Bi-Monthly	Academic Coach Salary - Title I Instructional Materials – Title I, SR Grant	Academic Coach & LIT	Instructional tasks	Instructional tasks
2b-d,3,7	3,4,9	4. Examine student work / Discuss student data trends through analysis.	Bi-Monthly	Academic Coach Salary - Title I Instructional Materials (\$200)	Academic Coach & LIT	Student work samples & analysis sheets	Student work samples & analysis sheets
1,2b-d,3,7	3,4,9	5. Discuss teaching and assessment techniques	Bi-Monthly	Academic Coach Salary - Title I Instructional Materials (\$200)	Academic Coach & LIT	Meeting agendas & minutes	Meeting agendas & minutes
1,2,3,7	3,4,9	Initiative: Conduct grade curriculum alignment meetings with 5 th grade feeder school teachers and 9 th grade teachers at Pickens High School (this needs to be completed in the Spring).	2015-2016 Fall & Spring	Budget for substitute teachers for meetings during the school day.	5 th & 6 th Grade Teachers 8 th & 9 th Grade Teachers	<i>See Action Steps</i>	<i>See Action Steps</i>
2b-c,3	3,4,9	Action Steps	Fall & Spring	Budget for substitute teachers	5 th & 6 th / 8 th & 9 th Teachers Academic Coach	Curriculum Map Revisions	Horizontal Framework and Common Mapping
		1. Review curriculum maps					
2b-d,3,7	3,4,9	2. Create common assessments / rubrics	Fall & Spring	Budget for substitute teachers	5 th & 6 th / 8 th & 9 th Teachers Academic Coach	Common Assessments	Common Assessments
2a-d,3	3,4,9	3. Develop additional instructional tasks	Fall & Spring	Budget for substitute teachers	5 th & 6 th / 8 th & 9 th Teachers Academic Coach	Instructional tasks	Instructional tasks
1,2b-d,3,7	3,4,9	4. Examine student work / Discuss student data trends through analysis.	Fall & Spring	Budget for substitute teachers	5 th & 6 th / 8 th & 9 th Teachers Academic Coach	Student work samples & analysis sheets	Student work samples & analysis sheets
2b-d,3,7	3,4,9	5. Discuss teaching and assessment techniques	Fall & Spring	Budget for substitute teachers	5 th & 6 th / 8 th & 9 th Teachers Academic Coach	Meeting agendas & minutes	Meeting agendas & minutes
2,3,7	3,4,9	Initiative: Increase level of differentiation in all classrooms through collaborating cross curricular and focusing on DOK level of instruction.	2015- 2016				
2a-d,3	3,4,9	Action Steps	2015-2016 Monthly	TKES platform, SRI (Scholastic Reading Inventory), SMI (Scholastic Math Inventory), Teaching Channel (not being used), Learnzillion.com (not being used), PD and Ted Talks (not being used)	Principal, Asst. Principal, Academic Coach	Notes from training sessions	Instructional tasks
		1. Provide supportive PL in the area of effective differentiation 2. Increase collaboration – cross curricular planning each week					

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

2a-d,3,7, 8a-b	3,4,9	3. Increase enrichment/remediation through differentiation in the classroom 4. ELA Connect Class-DOK activities both individual and group	2x per year ongoing	SRI/SMI, TKES platform, and PD	Principal, Asst. Principal, Academic Coach	Differentiation noted in lesson plans	Increase differentiation in the classroom noted through observations, common lesson plans, data charts, benchmarks, progress monitoring.
-------------------	-------	--	---------------------	--------------------------------	--	---------------------------------------	--

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): Increase our reading exceeds percentage from ___ on the 2015 Georgia Milestone Test to ___% on the 2016 GM; ELA ___% (2015) to ___% (2016); Math ___% (2015) to ___% (2016); Science ___% (2015) to ___% (2016); Social Studies ___% (2015) to ___% (2016). Decrease our percentage of does not meet: Reading ___% (2015) to ___% (2016); ELA ___% (2015) to ___% (2016); Math ___% (2015) to ___% (2016), Science ___% (2015) to ___% (2016); Social Studies ___% (2015) to ___% (2016). **Update as data is received from state.**
Increase 60% from pre to post test on SLO's.

STRATEGIC GOAL AREA I: Student Achievement
Performance Objective B: Utilize Formative and Summative Data

Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
1-3,7-9, 10-13	5,6,8,10	Initiative: Meet expected Milestone target scores in all areas. Meet and exceed expected growth level scores on all SLO exams from pre to post test.	2015-2016	QBE Funding, GA DOE Website, Ga LDS, GOFAR, Study Island®, iReady®, Holt® Online, Manipulatives, Professional Learning for Differentiation & GaLDS.	Administration, All Teachers & Staff	See Action Steps	See Action Steps
Action Steps							
2a,2c,3	5,6,8,10	1. Implement common core curriculum in Reading, ELA, and Math to align academic content to learning expectations.	Continuous for Entire Year	CCGPS Standards, GADOE Website, QBE Funding	Administration, All Teachers & Staff	CCGPS Standards, Lesson Plans, Student Tests	Benchmark scores, Milestone scores and web-based software scores
1,2b-d,3,7, 9a,11-13	5,6,8,10	2. Use GA LDS to target student areas for improvement and use formative and summative data to determine student levels throughout the year.	Continuous for Entire Year	GaLDS Online, QBE Funding	Administration, All Teachers & Staff	GA LDS Data Sheets, Student progress data sheets	Benchmark scores, Milestone scores and web-based software scores
2b-d,3,9a	5,6,8,10	3. Use collaborative and collegial planning to develop differentiated instruction and tests for all content levels to improve student achievement.	Once per quarter	Instructional materials, planning time	Administration, All Teachers & Staff	Differentiated tests, lesson plans	Benchmark scores, Milestone scores and web-based software scores, improvement margins
1,2b-d,3,9a, 11-13	5,6,8,10	4. Use a variety of web based software (Study Island, GOFAR, iReady, SRI, SMI, Flocabulary, Moby Max, etc.) to improve student proficiency in academic subjects.	Continuous for Entire Year	Instructional materials, planning time	Administration, All Teachers & Staff	Progress reports from learning software	Benchmark scores, Milestone scores and web-based software scores
2a-d,3,9a, 8a-b,11-13	5,6,8,10	5. Support & strengthen credit recovery after-school services (Study Island).	Once per quarter	Instructional materials, planning time, and after school credit recovery teacher funding	Administration, All Teachers & Staff	Credit recovery rosters, grade reports, and RTI reports	Benchmark scores, Milestone scores and web-based software scores

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

2a-d,3,7, 8a-b,9a, 11-13	5,6,8,10	6. Support & strengthen the FOCUS time across the curriculum.	Three times per week	Instructional materials, planning time	Administration, All Teachers & Staff	Lists of remediation needs, progress reports	Benchmark scores, Milestone scores and web-based software scores
1,2a-d,3, 8a-b,9a, 10-13	5,6,8,10	7. Implement and monitor SRI/SMI ® and BAASE for progress monitoring.	Continuous for Entire Year	Instructional materials, planning time	Administration, All Teachers & Staff	SRI/SMI ® reports and student progress monitoring reports	Benchmark scores, Milestone scores and web-based software scores
1,2	3,8	8. Begin researching implementation plan for a possible foreign language class	Continuous	Research material from DOE, contacting other schools who have added the course in MS	Administration	Documented research materials	Increase CCRPI, expose students to rigor in foreign language
SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): In 2015-2016, we will increase 6 th Grade Lexile scores to 85% of students meeting a score of 900 or above; Increase 7 th grade Lexile scores to 85% of students meeting a score of 950 or above, and increase 8 th grade Lexile scores to 80% of students meeting a score of 1050 or above. Update as data is received from state.							
STRATEGIC GOAL AREA I: Student Achievement Performance Objective C: Implement Differentiation and a Diversity of Learning Strategies							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
1-3,7-13	3,4,8	Initiative: Increase Lexile scores in grades 6-8.	2015-2016	QBE Funding, Online Lexile Measures, Destiny® catalog system, Media Specialist training with teachers, SRI/SMI (QBE funded)	Media Specialist, Technology Specialist, Director of Teaching & Learning, Teachers, Gifted Coordinator, Academic Coach	See Action Steps	See Action Steps
1,2a,2b,2d,3	3,4,8	Action Steps					
		1. Teach students/teachers how to most efficiently locate current Lexile data	August 2015- May 2016	Destiny® System, QBE Funding	Media Specialist	Media Center Collection, Destiny Reports	Labeled Media Center Collection, Destiny catalog reflecting all physical texts
1,2b-d,3,7, 8a-b,10-13	3,4,8	2. Identify baseline Lexile score using SRI , and Achieve 3000/iReady & SMI for Math and ELA SPED Resource Class	2015-2016	QBE Funding	Language Arts & Math teachers	SRI/SMI reports	Increased Lexile scores for all students to achieve SMART goals
2a-d,3	3,4,8	3. Use informational text and academic vocabulary to increase scores in all content areas.	Continuous	QBE Funding	All Teachers	Academic vocabulary study sheets and tests, Information texts	Increased Lexile scores for all students to achieve SMART goals, student articulation of academic vocabulary and how it builds academic knowledge
2b-d,3,9b	3,4,8	4. Provide professional learning using digital resources – virtual references and Mackin for Lexile grouping.	Continuous for Entire Year	QBE Funding	Media Specialist	Galileo online, Encyclopedia Britannica Online	Increased Lexile scores for all students to achieve SMART goals, Teacher articulation of learned objectives
2a-d,3, 8a-b,9a,10	3,4,8	5. Establish attainable academic goals for all students and monitor progress through SRI/SMI ®.	2015-2016	QBE Funding – SRI/SMI	ELA / Math Teachers	SRI/SMI reports, Academic goal sheets	Increased Lexile scores for all students to achieve SMART goals, Progress monitoring
2a-d,3,9a	3,4,8	6. Monitor Lexile measures of texts that classes are reading and encourage students to stretch their abilities by offering more challenging texts to increase reading rigor.	Continuous for entire year	No special funding required	All Teachers	Texts in various Lexile ranges, Lexile data reports for all students	Increased Lexile scores for all students to achieve SMART goals

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

2a-d,3,9a	3,4,8	7. Develop updated required reading lists for all subject areas based on Lexile goals in SIP and individual progress monitoring (are we doing this?).	Ongoing	No special funding required	All Teachers, but mainly focused on ELA Teachers	Required reading lists, Lexile reports of all students	Increased Lexile scores for all students to achieve SMART goals
2a-d, 3,9a,10	3,4,8	8. Utilize FOCUS time to focus on increasing student Lexile scores.	One to three times a week.	No special funding required	All teachers	Schedule & SRI/SMI reports of all students	Increased Lexile scores for all students to achieve SMART goals

PROCESS GOAL(s): In 2015-2016, JMS will increase the percentage of students and teachers who use instructional technology in the classroom to enhance instructional practices.							
STRATEGIC GOAL AREA I: Student Achievement							
Performance Objective C: Implement Differentiation and a Diversity of Learning Strategies							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
2,3,9	3,4,8	Initiative: Increase use of technology in the classroom setting in grades 6-8 within lesson plans. Use Media Center Specialist as a resource (eBook).	2015-2016	QBE Funding, Technology infrastructure upgrades, Computer upgrades, Printer upgrades, AV system upgrades	See Action Steps	See Action Steps	See Action Steps
2a-d,3	3,4,8	Action Steps					
		1. Enhance the technology resources and equipment for student and teacher use within classrooms and labs.	August 2015- May 2016	QBE Funding, Title I Funding, SPLOST Funding for 2015	Principal, Technology Specialist, Technology Director	Computers, Projectors, Printers, iPads, Mobi pads, wireless solutions, eBooks.	Enhanced use of technology in the classroom, Enhanced availability of technology in the classroom
2a-d,3,9b	3,4,8	2. Provide enhanced opportunities for staff development in use of student and teacher instructional technology use in the classroom.	Ongoing	QBE Funding, substitute teachers, instructor costs	Director of Teaching & Learning, Technology Specialist, Academic Coaches	Training documentation, training plans, sign-in logs, trainer lesson plans, teacher notes	Teachers will have the knowledge to integrate more technology into classroom lessons.
2a-d,3	3,4,8	3. Promote cross-curricular use of Web 2.0 and software resources within technology connections courses.	Ongoing	QBE Funding, SPLOST Funding	Teachers, Technology Teacher, Technology Specialist	Social media websites, active content web artifacts and student work.	Teachers will utilize more interactive web content within classroom lessons.
2a-d,3	3,4,8	4. School stakeholders continue monitoring the school BYOD (Bring Your Own Device) plan. Management will create more consistent expectations and procedures per grade level through PBIS committee (ensure PCS has same uniform plan at both MS's)	August 2015	QBE Funding	School Improvement Team, Technology Teacher, Teachers, Students, PBIS committee	BYOD Pilot Program plan, Instructions for students, Letters to parents, rules, Implementation notes for improvement	Students will use their own technology to assist with their classroom learning objectives. Student surveys to gauge effectiveness
2a-d,3	3,4,8	5. Revise the JMS Technology Plan to reflect the goals listed in the Pickens System Strategic Plan and the 3-Year System Technology Plan (this needs to be more publicized..? Duncan).	August 2015	QBE Funding and SPLOST Funding for plan goals	Principal, Technology Specialist, Technology Director, Teachers	JMS Technology Plan, System Strategic Plan, 3-Year System Technology Plan, Survey results from faculty	School goals and actions will reflect those of the system, while enhancing technology at the school level.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): We will meet ELA Milestone expected targets in the writing domain. Check on W2W online paper grading.							
STRATEGIC GOAL AREA I: Student Achievement <i>Performance Objective D:</i> meet expected Milestone targets.							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
2,3,7-13	3,4,5,6,8,10	Initiative: Increase Striving Readers writing across the curriculum.	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
		Action Steps					
2a-d,3,9a	3,4,5,6,8,10	1. Utilize the Writing to Win/Learn rubrics for all grade and subject areas including for short constructive response – Quantified expectations – through Mr. Petty’s rubric he has created.	2015-2016	QBE Funding for the Writing to Win program and professional development by program designer.	Teachers, Academic Coach, LIT members	Writing to Win rubrics and training guides.	Students will improve their writing skills in al subject areas.
2a-d,3	3,4,5,6,8,10	2. Continue to develop needed vocabulary and editing symbols that will be used across all grade levels and subjects (integrate with W2W/L – needs to be more consistent throughout grade levels)	2015	QBE Funding for the Writing to Win program and professional development by program designer.	Language Arts teachers	Handbook of vocabulary and editing symbols, Writing to Win program handbook.	Teachers and students will use a common vocabulary to discuss student writing progress across curriculum areas.
2a-d,3,7,9a, 10-13	3,4,5,6,8,10	3. Analyze student writing samples with exemplars and anchor papers.	Ongoing	No specific funding required other than teacher salaries.	All Teachers	Student writing samples, exemplars, and anchor papers.	Students will improve their writing skills in all subject areas while consulting other samples of exemplary writing.
2a-d,3	3,4,5,6,8,10	4. Continue to implement Writing to Win/Learn program to guide writing instruction in ELA classes – through RACE and ACE strategies.	2015-2016	QBE Funding for the Writing to Win program and teacher salaries	ELA Teachers	Writing to Win program handbook and training materials. Writing to Win rubrics, teacher lesson plans.	Students will improve their writing skills in ELA classes.
2a-d,3,7,9a, 10-13	3,4,5,6,8,10	5. Monitor student progress using student portfolios that will reflect personal strengths and weaknesses (similar to Mrs. Hartung’s student progress sheet).	Ongoing throughout school year	No specific funding required other than teacher salaries.	All Teachers	Student portfolios with teacher comments for improvement.	Student portfolios will reflect growth with their writing skills in all subject areas. Student improvement based on teacher feedback and student practice.
2a-d,3,7, 8a-b,9a, 11-13	3,4,5,6,8,10	6. Utilize ELA FOCUS groups to focus on students’ writing gaps.	2015-2016	No specific funding required other than teacher salaries	All ELA Clinic Teachers, Academic Coach	Samples of student work, ELA clinic rosters, teacher notes of student improvement	Identified students who participate in ELA clinics will improve their writing skills based on individualized instruction.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

<p>SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): We will increase SWD ELA Meets + Exceed Georgia Milestone Scores from ___% in 2015 to ___% in 2016. In Math, we will increase SWD Ga. Milestone scores from ___% Meets + Exceeds on the 2015 to ___% Meets + Exceeds in 2016. In Reading, we will increase SWD Ga. Milestone scores from ___% in 2015 to ___% in 2016. In Science, we will increase SWD Ga. Milestone scores from ___% Meets + Exceeds in 2015 to ___% Meets + Exceeds in 2016. In Social Studies, we will increase SWD Ga. Milestone scores from ___% Meets + Exceeds in 2015 to ___% Meets + Exceeds in 2016. Update as data is received from state. Meet expected Milestone target scores in all areas.</p>							
<p>STRATEGIC GOAL AREA I: Student Achievement Performance Objective D: Improve Student Test Scores</p>							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
1-3,7-10	3,4,5,6,8,10	<p>Initiative: Meet expected Milestone & SLO SWD target scores in all areas.</p> <p align="center">Action Steps</p>	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
1,2a-d,3,7,9a,10	3,4,5,6,8,10	1. Use ongoing progress monitoring to determine growth through analysis of data to alter instruction and strategies to target improvement and support.	Ongoing throughout school year	QBE Funding, teacher salaries	All teachers	Samples of student work, ELA clinic rosters, teacher notes of student improvement	Students will make substantial improvement through data-driven instruction practices.
2a-d,3,7,8a-b,9a	3,4,5,6,8,10	2. Utilize academic remediation/enrichment to target areas of weakness using iReady .	Spring ELA and Math Clinics as scheduled	Teacher salaries for during the school day instruction.	All teachers of SpED students and academic clinic teachers	Samples of student work, academic clinic rosters, teacher notes of student improvement. iReady	Identified students who participate in academic clinics will improve their areas of weakness based on individualized instruction.
2a-d,3,8a-b,9a,9c,10	3,4,5,6,8,10	3. Collaborate with SWD’s academic team to review and understand student’s needs while recognizing and communicating the need for IEP / BIP / accommodation changes to support student success.	Consistent and ongoing monitoring practices	No specific funding required other than teacher salaries.	SpED teachers in collaboration with General Education teachers	Student IEP’s, BIP’s, and accommodation notes for collaboration meetings.	Students will improve their academic skills based on common communication practices among teachers.
2a-d,3,7,9a	3,4,5,6,8,10	4. Utilize differentiation within the instructional setting.	Ongoing professional practice	No specific funding required other than teacher salaries.	All teachers	Data from various sources to create an academic profile for each student.	Students will make progress substantially faster when their deficiencies are addressed through appropriate instruction techniques /survey students
2a-d,3,9a,10	3,4,5,6,8,10	5. Identify SGP’s through SRI/SMI ® scores to set individual goals.	Initial SGP profile and SRI/SMI at beginning of semester.	Teacher salaries, SRI/SMI funding through QBE.	All teachers	Student Growth Profiles and SRI/SMI ® data reports, lesson plans	Students will make measured progress by setting attainable goals.
2a-d,3,9a,9c,10	3,4,5,6,8,10	6. Initialize student conferences to renew individualized goals.	As needed based on consistent progress monitoring	No specific funding required other than teacher salaries.	SpED teachers & case managers, General Education teachers.	Student data, conference schedules, phone logs	Students will make measured progress by setting attainable goals.
2a,2b,2d,3,9c,10	3,4,5,6,8,10	7. Schedule a parent information night for SWD stakeholders to provide pertinent program information and answer questions.	Spring semester	No specific funding required other than teacher salaries.	SpED teachers, SpED coordinator, SpED lead teacher, Principal	Flyers and emails to parents. PowerPoint, handouts.	SWD Stakeholders will have a better understanding of SpED services at JMS
2b,2d,3,9c,10	3,4,5,6,8,10	8. Complete surveys & questionnaires for SWD (SpED) teachers for progress analysis. (delete?)	Monthly	Teacher salaries, copies for surveys and questionnaires	Special Education Lead Teacher, Classroom teachers of SpED students	Surveys and Questionnaires from SpED department.	Enhanced student progress through communication among instructional staff.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

2b,2d,3,9a,9c,10	3,4,5,6,8,10	9. Complete anecdotal information & progress monitoring (BAASE) in a timely manner. Establish guidelines for receiving and returning anecdotal information. One form / consistent SPED form.	Ongoing	Teacher salaries, BAASE funding through QBE.	All teachers of SpED students	BAASE reports, monitoring reports	Enhanced student academic progress.
-------------------------	---------------------	--	---------	--	-------------------------------	-----------------------------------	-------------------------------------

PROCESS GOAL(s): In 2015, JMS will increase positive communication with families and stakeholders.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement
Performance Objective A: Identify and Utilize Community Resources
Performance Objective B: Foster Positive Relationships Among All Students and Stakeholders

Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
5,9	10	Initiative: Foster and support ongoing family and stakeholder communication during the school year through an informative Parent Night and continually throughout the school year.	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
		Action Steps					
5	10	1. Establish procedure for teachers to call the homes of homeroom students to initiate positive contact with parents.	The first three weeks of school in August	Teacher salaries and telephone line costs	Principal, Teachers	Procedures for parent contacts, telephone call logs, email from principal, parent surveys.	Parents will have positive outlook on the school and its communication practices
5	10	2. Maintain a detailed communication log of all contacts on infinite campus. Staff will be provided training for Infinite Campus parent contact.	Ongoing	Teacher salaries and costs associated with copying	Teachers	Telephone log entries and log sheets	Parents and teachers will maintain consistent communication regarding student achievement
5	10	3. Teachers will maintain contact with parents through email, telephone, written notes in the student agenda, written / typed notes, Remind101, and face-to-face interaction before school, after school, or during planning time continuously.	Continuously throughout the year	No specific funding required other than teacher salaries.	Teachers	Email logs, telephone logs, written notes, agenda, Remind101 reports, typed notes, notes from face-to-face conferences	Parents can articulate how frequent communication from the school increases their ability to assist the teachers with positive academic & behavior supports from home
5,9c	10	4. Teachers will contact parents by email, or telephone in the event of adverse academic or behavioral issues of students through Infinite Campus regarding academics and behavioral through Educator Handbook.	Ongoing & on an as-needed basis	Teacher salaries	Teachers	Printed email messages and communication logs.	Parents can articulate how frequent communication from the school increases their ability to assist the teachers with positive academic & behavior supports from home
5	10	5. Establish and support protocols for teachers to return email messages or telephone calls to parents within 24 hours of receipt for consistency of parent communication.	First week of school in August for initial; ongoing for follow-up	No specific funding required other than teacher salaries.	Principal, Teacher	Teacher communication log available on request, parent surveys of school communication practices	Ongoing two-way communication network creates consistency and trust between teacher and parent.

PROCESS GOAL(s): In 2015, JMS will provide a minimum of three (3) parent training sessions.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement
Performance Objective C: Provide Opportunities for Stakeholder Education

Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning
--------------------	------------------	------------------------------------	----------	---	-----------------------	---

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

						Artifacts (Tangible)	Evidence (Outcomes)
5	3,10	Initiative: Provide ongoing opportunities for parents via stakeholder training initiatives such as Parent Night – Informational and ongoing	2015-2016	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>
		Action Steps					
5	3,10	1. Provide family curriculum night to inform parents about the content and delivery of academic curriculum and related GMAP testing	August 2015.	Cost of flyers sent home to parents, misc. supplies associated with teachers preparing their classrooms, costs of copying handouts, syllabi, surveys, and other curriculum related material.	Administration, Academic Coach, Gifted Coordinator, Curriculum Chairpersons, All Teachers.	Curriculum Night Flyers, Handouts for parents, Course Syllabi, Informational booklets, Sign-in sheets. Parent Survey	The school analyzes parent involvement data. The parents can better articulate their children’s curriculum expectations in all classes. Parent Survey
5	3,10	2. Invite and encourage parents to attend open house for meet and greet through face-to-face invitations, newsletters, Remind101, and personal & automated phone calls.	Open House is scheduled during pre-planning each school year	Cost of flyers sent home to parents & Remind101, misc. supplies associated with teachers preparing their classrooms, costs of copying handouts, syllabi, and other curriculum related material.	Administration, All Teachers and Staff.	Open House Flyers, Handouts for parents, Student Schedules, Informational booklets, Sign-in sheets, Remind101 Reports.	The school analyzes parent involvement data. The parents can better articulate their children’s class schedule, location, and teacher names. The parents can better articulate the daily schedule of their children.
5	3,10	3. Encourage parents to participate in PTSO by invitations, announcements, social media advertisements, and marquee postings.	Monthly Meetings	No additional cost incurred except for extra utilities used by opening building for use after normal business hours, and copying of meeting agendas.	Administration, All Teachers, All Staff.	PTSO Flyers, Handouts for parents, Printed Meeting Agenda, Sign-in sheets.	Parents are more involved with their school through active participation in a school support organization.
5	3,10	4. Provide training sessions for parents to access Infinite-Campus and understand accessible content.	Fall 2015	No additional cost incurred except for extra utilities used by opening building for use after normal business hours, copying meeting agendas, and training materials for the session.	Registrar (Trainer), Administration.	Registrar’s training material, computer lab sign-in sheet, Course agenda	Parents can demonstrate an understanding for logging in to the student information system; retrieve grades, assignments, and attendance information of their child.
5	3,10	5. Provide training for parents regarding community resources available through Pickens County.	Fall 2015	No additional cost incurred except for extra utilities used by opening building for use after normal business hours, copying of meeting agendas, and training materials.	School Counselor, System Social Worker, System Parent Involvement Coordinator.	Sign-in sheets, meeting agendas, Q&A Handouts with agency name and contact information, Business cards of presenters.	Parents can articulate an understanding of the resources available to families in our community.

PROCESS GOAL(s): In 2015, JMS will provide increased public and stakeholder awareness of JMS activities, accolades, recognitions, and academic progress data.							
STRATEGIC GOAL AREA II: Student and Stakeholder Involvement							
Performance Objective D: Develop and District-Wide Communication Plan (N/A in school plan)				Performance Objective E: Increase Stakeholder Communication			
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

5	3,10	Initiative: Increase PR, public recognition of achievements, and communication with stakeholders.	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
		Action Steps					
5,14-18	3,10	1. Continue submitting news coverage the school receives to the PR Director at the county office and to the local paper.	Submitted as major successes and accolades occur.	No specific funding required other than teacher salaries.	Teachers and Coaches, JMS Public Relations Director, PCS PR Director and Administration.	Newspaper articles written and proofed by administration.	Community members and parents can articulate the benefits of accolades and other school successes being published in the local news.
5	3,10	2. Support and encourage the mentors and guest instructors that we already have coming to our school to help our students, and encourage an increase in the number of mentors we have working with our youth.	Continuous and Ongoing	No specific funding required other than teacher salaries.	Gifted Coordinator, School Counselor, Administration.	Mentor sign-in sheets, Mentor and guest instructor surveys, Mentor suggestions for improved interaction with students and system.	Mentors can articulate the usefulness of the program, suggested enhancements, and methods to enhance participation of other qualified mentors and guest instructors.
5	3,10	3. School website will continue to be friendly to visitors via interactive web pages, simple methods to contact teachers electronically, mass mailings from classroom teachers about class projects, grades, etc. (as well as using the automated calling system).	Continuous and Ongoing	No specific funding required other than teacher salaries and automated calling system costs and funding.	Technology teacher and Webmaster, Technology Specialist, Teachers, and Administration.	Website presence at www.jaspermiddleschool.org , examples of mass mailings, teacher newsletters, and reports from the automated calling system to show number of families reached with outgoing message.	Parents and community members can articulate the benefits of information being disseminated through the school website, class newsletters and emails.
5	3,10	4. Continue to actively utilize our school-maintained presence on Facebook that includes current school info, accolades, and pertinent announcements for parents and stakeholders.	Continuous and Ongoing	No specific funding required other than teacher salaries.	Technology teacher, media specialist and Webmaster, Technology Specialist, Teachers, and Administration.	Facebook page for JMS, Twitter page for JMS, Posts made from school and parents on the pages. Statistics page on Facebook admin page indicating number of people reached with each post.	Parents and community members can articulate the benefits of information being disseminated through social media sites like Facebook and Twitter.
5	3,10	5. Provide training and implement REMIND101 and Infinite-Campus, an application for teachers to send text or email messages to students and parents.	Fall 2015	No specific funding required other than teacher salaries.	Teachers, Technology teacher, Technology Specialist, and Administration.	REMIND101 statistics for use, REMIND101 interface activity,	Parents can articulate the usefulness of information being presented via the email component of REMIND101.
5	3,10	6. Distribute JMS electronic newsletter to parents and community business stakeholders.	Quarterly	Cost of newsletters	Teachers and Administration	Newsletters	Community members and parents can articulate the benefits of accolades and other school successes being published in the newsletter.
5,14-18	3,10	7. Create JMS brochure to be made available in JMS front lobby. (DELETE – we use electronic newsletter)	Continuous and Ongoing	Cost of brochures	Administration	Brochures	Community members and parents can articulate contents of the plan.

PROCESS GOAL(S): 100% of teachers will develop & implement an individual Professional Development Plans (PDP's) and participate in specific professional learning activities.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

STRATEGIC GOAL AREA III: Organizational Growth and Improvement							
Performance Objective A: Develop a System-wide Professional Development Plan							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	1,2,9	Initiative: Each teacher will develop and implement an individual professional growth plan that aligns with the district PL plan.	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
		Action Steps					
4	1,2,9	1. Create & align individual teacher PDP's to school improvement plan (SIP) and district PD plan.	September 2015	No specific funding required other than teacher salaries.	Principal, Director of Teaching & Learning, Teachers	Individual teacher PDP's	Teacher can articulate the effect of training on student performance. Administration can articulate improvement of teacher performance.
4	1,2,9	2. Implement measurable goals based on preconference and monitor progress throughout the year.	Continuously	No specific funding required other than teacher salaries.	Principal, Director of Teaching & Learning, Teachers	Walk-throughs and Formative Assessments	Administration can articulate improvement of teacher performance.
4	1,2,9	3. Review and revise the plan continuously.	Continuously	No specific funding required other than teacher salaries.	Principal, Director of Teaching & Learning, Teachers	Written analysis of achievements of goals, self-reflections, progress checks by administration	Teacher can reflect on the parts of the plan that were effective and those parts that were not as effective. The teacher may utilize these findings to update the next annual plan.
4	1,2,9	Initiative: Provide professional learning activities for certified staff participation.	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
		Action Steps					
4	1,2,9	1. Provide ongoing training in differentiation implementation & strategies by GaDOE trainer.	Spring 2016	No specific funding required other than teacher salaries and GaDOE representative salary.	Principal, Academic Coach, Director of Teaching & Learning, Teachers, GaDOE Trainers, RESA Trainers	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	At the conclusion of Professional Learning, teachers can articulate new strategies to implement differentiated instruction in the classroom
4	1,2,9	2. Provide continued support and training for Writing to Win initiative. (DELETE) – add Striving Reader's	Spring 2016	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	ELA Writing Trainer, Principal, Academic Coach, Director of Teaching & Learning,	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	At the conclusion of Professional Learning, teachers can articulate new strategies to implement <i>Writing to Win</i> initiatives in the classroom
4	1,2,9	3. Provide opportunities for co-teaching professional development. (continue to develop)	Spring 2016	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Co-Teaching Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, teacher observations reflect an increase in knowledge, skill, and effectiveness of teachers in the co-teaching environment.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

PROCESS GOAL(S): 100% of teachers will develop & implement an individual Professional Development Plans (PDP's) and participate in specific professional learning activities.							
STRATEGIC GOAL AREA III: Organizational Growth and Improvement							
Performance Objective A: Develop a System-wide Professional Development Plan							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	1,2,9	4. Provide training in student data analysis and interpretation (disaggregate data collected from assessments).	Continuously	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Data Analysis Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Profession Learning, the teacher can clearly articulate the interpretation of various data to adjust individualized instruction
4	1,2,9	5. Continue training for SRI/SMI/ Literacy Training / Exemplar School Visitation	Continuously	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	AIMSweb® Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the teacher can clearly articulate the use of AIMSweb® in the class and interpret data to guide and adjust individualized instruction.
4	1,2,9	6. Provide training for BYOD integration at the middle school level. Grade Level training / Guest Speaker	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the teacher will be able to articulate the value of BYOD in the classroom and have a level of comfort to utilize the technology in their classroom
4	1,2,9	7. Provide continued support training for Google docs and Google email platform.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the teacher will be able to utilize Google® Docs and Google® email platform for efficiently, using more integrated functionality.
4	1,2,9	8. Provide training for iPad integration with curriculum.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist.	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the teacher will be able to integrate the Apple® iPad into their curriculum to enhance technology usage in the classroom, to include student use.
4	1,2,9	9. Provide continued training for the TKES online platform.	Continuously	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Principal, GaDOE Trainer	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the teacher can clearly articulate the use the TKES electronic platform to increase their effectiveness in the classroom and monitor observation data.
4	1,2,9	10. Provide continued training and support for the RTI process.	Continuously	Salary for Director of Teaching & Learning	Director of Teaching & Learning, Academic Coach	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the teacher can clearly articulate the RTI process to include data interpretation and data entry into the online RTI platform.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

PROCESS GOAL(S): 100% of teachers will develop & implement an individual Professional Development Plans (PDP's) and participate in specific professional learning activities.							
STRATEGIC GOAL AREA III: Organizational Growth and Improvement <i>Performance Objective A:</i> Develop a System-wide Professional Development Plan							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	1, 2, 9	11. Provide a mentor program for new teachers.	Ongoing	Cost of program.	Administration	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After completing the new teacher mentor program, the new teacher can clearly articulate the operations of JMS and PCBOE .
4	1, 2, 9	12. Professional Learning Training for GMAP Level 3 & 4 questions	Continuously	Salary of Academic Coach or internal trainer.	Administration, Academic Coach & Director of Teaching and Learning	Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After professional Learning, the teacher will be able to integrate level 3 & 4 questions into the classroom instruction.

PROCESS GOAL(S): 100% of Special Education paraprofessionals will participate in professional development							
STRATEGIC GOAL AREA III: Organizational Growth and Improvement <i>Performance Objective B:</i> Provide Training for Support Staff							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	1,2,9	Initiative: Provide professional learning for Special Education paraprofessionals.	2015-2016	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>
		Action Steps					
4	1,2,9	1. Provide training for implementing IEP accommodations.	Continuously	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Special Education Director, Special Education Coordinator, Special Education Lead Teacher, Special Education Teachers	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the parapro will be able to articulate the correct method to implement and monitor IEP accommodations in the classroom.
4	1,2,9	2. Provide Mindset® training.	Continuously	Funding for outside trainer	Special Education Director, Special Education Coordinator, Special Education Lead Teacher, Special Education Teachers	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, the parapro will be able to articulate the correct method to restrain a student without physical harm to the teacher or student.
4	1,2,9	3. Provide opportunities for co-teaching professional development.	Continuously	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Co-Teaching Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Professional Learning, parapro observations reflect an increase in knowledge, skill, and effectiveness of teachers in the co-teaching environment.
4	1,2,9	4. Provide training in student data analysis and interpretation (disaggregate data collected from assessments).	Continuously	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Data Analysis Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets- PowerPoint from trainings.	After Profession Learning, the parapro can clearly articulate the interpretation of various data to adjust individualized instruction

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

4	1,2,9	5. Provide training for BYOD integration at the middle school level.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to articulate the value of BYOD in the classroom and have a level of comfort to utilize the technology in their classroom
4	1,2,9	6. Provide continued support training for Google docs and Google email platform.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to utilize Google® Docs and Google® email platform for efficiently, using more integrated functionality.
4	1,2,9	7. Provide training for iPad integration with curriculum.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to integrate the Apple® iPad into their curriculum to enhance technology usage in the classroom, to include student use.
4	1,2,9	8. Provide continued training and support for the RTI process.	Ongoing	Salary for Director of Teaching & Learning	Director of Teaching & Learning, Academic Coach	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro can clearly articulate the RTI process to include data interpretation and data entry into the online RTI platform.

PROCESS GOAL(s): Increase level of student academic performance and teacher effectiveness through professional development learning opportunities							
STRATEGIC GOAL AREA III: Organizational Growth and Improvement							
Performance Objective C: Provide Professional Learning Opportunities for Certified / Professional Staff							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	3,4,9	Initiative: Provide and initiate a Professional Learning needs assessment to all staff members through the Director of Teaching & Learning.	2015-2016	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>
		Action Steps					
4	3,4,9	1. Principal will meet with Director of Teaching & Learning to establish protocols for survey.	August 2015	No specific funding required other than employee salaries	Principal, Director of Teaching and Learning	Professional Development Survey Instrument, Written needs of staff based on teacher observations and curriculum meetings.	The principal will be able to articulate the purpose of the PD survey to the Director of Teaching and Learning.
4	3,4,9	2. Administer PD survey to JMS staff members	August 2015	No specific funding required other than employee salaries	Administration, Teachers	Professional Development Survey Instrument, URL for survey.	All staff members will be able to articulate the method of administering the survey and the expected goals of the survey.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

PROCESS GOAL(s): Increase level of student academic performance and teacher effectiveness through professional development learning opportunities							
STRATEGIC GOAL AREA III: Organizational Growth and Improvement							
<i>Performance Objective C: Provide Professional Learning Opportunities for Certified / Professional Staff</i>							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	3,4,9	3. Collect and analyze results from SurveyMonkey®	Continuously	No specific funding required other than employee salaries and SurveyMonkey® subscription costs	Principal and Director of Teaching and Learning	SurveyMonkey® reports, analysis of reports, and recommendations for PD sessions.	The Principal and Director of Teaching and Learning will be able to articulate the findings of the PD survey.
4	3,4,9	4. Principal will meet with Director of Teaching & Learning to discuss and analyze results of survey.	Continuously	No specific funding required other than employee salaries	Principal and Director of Teaching and Learning	SurveyMonkey® reports, analysis of reports, and recommendations for PD sessions.	The Principal and Director of Teaching and Learning will be able to articulate the findings of the PD survey to determine PD areas that need additional attention.
4	3,4,9	5. Results of survey will be presented to faculty along with list of training dates.	Continuously	No specific funding required other than employee salaries	Principal, Director of Teaching and Learning	SurveyMonkey® reports, analysis of reports, and recommendations for PD sessions, JMS PD Training Calendar	After Professional Learning, the teacher will be able to articulate the results of the PD survey and understand the PD calendar of course offerings at the school level.
4	3,4,9	Initiative: Provide Professional Learning opportunities for technology usage and integration.	2015-2016	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>
		Action Steps					
4	3,4,9	1. Train staff on use of instructional technology equipment along with capabilities of application.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Instructional booklets, notes, materials, and equipment for hands-on demonstration	After Professional Learning, the teacher will be able to articulate 21 st Century skills and methods like bullying prevention, PBIS, social skills, and classroom management.
4	3,4,9	2. Identify needs and train for implementing Web 2.0 technology in classroom.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Web 2.0 training materials and notes, student notes from training classes.	After Professional Learning, the teacher will be able to articulate examples of Web 2.0 technology and its impact on teaching and learning in the classroom.
4	3,4,9	3. Provide GA LDS training.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Training materials for GaLDS, notes from class participants	After Professional Learning, the teacher will be able to navigate the GaLDS platform to research student academic data for use with planning individualized classroom lessons.

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

PROCESS GOAL(s): Increase level of student academic performance and teacher effectiveness through professional development learning opportunities							
STRATEGIC GOAL AREA III: Organizational Growth and Improvement							
Performance Objective C: Provide Professional Learning Opportunities for Certified / Professional Staff							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	3,4,9	4. Identify needs and provide Professional Learning in PBIS.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning, and guidance counselor	Program materials, training materials for bullying prevention, PBIS, social skills, classroom management and other 21 st Century skills.	After Professional Learning, the teacher will be able to articulate 21 st Century skills and methods like bullying prevention, PBIS, social skills, and classroom management.
4	3,4,9	5. Research & Identify useful education apps to support the BYOD initiative in the classroom.	Continuously	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Printed materials from previous app research, training materials, notes from class participants	After Professional Learning, the teacher will be able to articulate several education apps that may be used in the classroom to integrate into classroom instruction.
4	3,4,9	Initiative: Provide Professional Learning on safety and emergency devices and skills.	2015-2016	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>	<i>See Action Steps</i>
		Action Steps					
4	3,4,9	1. Train staff on location and use of AED equipment.	May 2016	No specific funding required other than employee salaries	Administration, School Nurse	CPR/AED Training Materials, Sign-in logs, Certification cards for staff who successfully complete training	% of staff who receive certification in CPR and AED.
4	3,4,9	2. Provide CPR & AED certification training for staff.	May 2016	No specific funding required other than teacher salaries technology teacher or technology specialist	Principal, School Nurse	CPR/AED Training Materials, Sign-in logs, Certification cards for staff who successfully complete training	% of staff who receive certification in CPR and AED.

PROCESS GOAL(s): Increase level of student and teacher safety, emergency preparedness, and effectiveness through training and professional learning opportunities.	
STRATEGIC GOAL AREA IV: Internal Processes	
Performance Objective A: Increase Student Access to Technology in our Schools	Performance Objective E: Transport Students in a Safe and Efficient Manner
Performance Objective B: Increase Student Participation in School Cafeteria Meal Programs	Performance Objective F: Operate in a Fiscally Responsible Manner
Performance Objective C: Maintain Facilities	Performance Objective G: Recruit and Retain Highly Qualified Staff
Performance Objective D: Ensure a Safe School Environment in all School Facilities	

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
4	7,10	Initiative: Conduct specific emergency and school safety training for JMS through PBIS.	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
		Action Steps					
4	7,10	1. Threat assessment in schools	May 2016	No	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Classified Assessment materials	Classified
4	7,10	2. Bullying (student training) through CARES program	2015-2016	No specific funding required other than salaries of trainer(s).	Administration, School Counselor, SRO	Training materials, class rosters of attendance, teacher lesson plans reflecting content from the training. Monthly grade level meetings with guest speaker, administration, and SRO.	Students will be able to articulate the definition of bullying, causes, and steps they can take to prevent it.
4	7,10	3. Drugs	2015-2016	No specific funding required other than LE salaries	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Training materials from LE agency performing training	Students will be able to articulate what illegals drugs are, how the effect a person, the negative impact they have, and what to do when encountering illegal drugs.
4	7,10	4. Internet safety	2015-2016	No specific funding required other than salaries of trainer(s).	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Internet safety training materials and notes, rosters of students, teacher notes to integrate in lesson plans.	Students will be able to articulate the steps to being safe while using the internet, potential pitfalls of misuse, and reasons to respect the power of the internet (and potential negative impact).
4	7,10	5. Bomb threat	Classified	No specific funding required other than LE salaries	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Classified materials for training and assessment, attendance rosters, teacher notes from training	Classified
4	7,10	6. Severe weather	March 2016	No specific funding required other than teacher salaries	Administration	Severe weather instructions and protocols, location list for shelter, student attendance rosters, teacher lesson plans reflecting use of content in lessons.	Students will be able to articulate the various types of severe weather that could pose hazards in the school setting. Students will also understand how to avoid dangerous weather situations and procedures to remain safe in a weather emergency.
4	7,10	7. Active shooter	Classified	No specific funding required other than LE salaries	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Classified materials for training and assessment, sign-in sheets, classified notes for teachers to use in lessons.	Classified
2a-c	7,10	Initiative: Maintain peripherals in the classroom setting. DELETE	2015-2016	See Action Steps	See Action Steps	See Action Steps	See Action Steps
	7,10	Action Steps	2015-	SPLOST and QBE	Technology Teacher,	Inventory of projectors, sound	Teachers and students can articulate how

School Improvement Plan – Jasper Middle School – 2015-16
A Guide to Support College and Career Ready Graduates

PROCESS GOAL(s): Increase level of student and teacher safety, emergency preparedness, and effectiveness through training and professional learning opportunities.							
STRATEGIC GOAL AREA IV: Internal Processes							
Performance Objective A: Increase Student Access to Technology in our Schools				Performance Objective E: Transport Students in a Safe and Efficient Manner			
Performance Objective B: Increase Student Participation in School Cafeteria Meal Programs				Performance Objective F: Operate in a Fiscally Responsible Manner			
Performance Objective C: Maintain Facilities				Performance Objective G: Recruit and Retain Highly Qualified Staff			
Performance Objective D: Ensure a Safe School Environment in all School Facilities							
Title 1 Components	TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts (Tangible)	Evidence (Outcomes)
2a-c		1. Maintain projector and sound system in every classroom.	2016	Funding	Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	systems, and repair records.	projectors and sound systems assist in enhancing instruction and engagement.