



DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Jasper Middle School/ Anita Walker August 16, 2016

NAME OF DISTRICT/SUPERINTENDENT:

Pickens County/Lula Mae Perry

- Comprehensive Support School* *Targeted Support School* *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 Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____

(Title 1 Schools only)

Name	Position/Role	Signature
Anita Walker	Principal	
Duane Cronic	Assistant Principal	
Dana Burton	Academic Coach	
Kim Hamilton	Gifted Coordinator	
Kelly Dorsey	Social Studies Chairperson	
Mary Perdue	Media Center Specialist	
Leigh Ann DiPuma	ELA Chairperson	
Janice Champion	ELA Teacher	
Rachel Waters	Math Teacher	
Cynthia Swisher	Science Teacher	

Lisa Cowart	Bus Comp Teacher	
Beth Moore	Parent representative	

Planning Committee Members (SWP 8, 16)

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School ___No___(Yes or No) School Designated as a Focus School __No_____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Emphasis on social studies instruction including administering formative assessments to guide differentiation and rigor by including literacy and making lessons relevant with DOK 3 and 4 activities.</p>	<p>GA Milestone scores increased in 6th and 7th grade; however, the increase does not meet the state target. 8th grade scores fell by 1%</p> <p>CCRPI--5.306 points out of 10 were earned for Achievement in Social Studies in Y15</p>	<p>The school Leadership and Literacy Teams comprised of administration, academic coaches, and a variety of teachers met over time to review the data, complete needs assessment, draft, and finalize the plan.</p> <p>All teachers participated in the needs assessment and provided input into different aspects of the plan through faculty and grade level meetings</p> <p>The school council comprised of parents, business partners, the principal, and teachers met to review the data and provide input/feedback into the plan.</p> <p>All parents were invited to participate through input meetings and surveys.</p>	<p>Parents will receive: individual student grades via Infinite Campus, progress reports, report cards, invitations to parent-teacher conferences, and invites to Parent Nights throughout the school year.</p>
<p>Emphasis on math instruction including administering formative assessments to guide differentiation and rigor. A focus will be placed on teaching math in context and increasing DOK level 3 and 4 activities.</p>	<p>GA Milestone scores increased in grades 6 and 8; however, the scores do not meet the state target. Scores in 7th grade decreased by 5%.</p>	<p>The school Leadership and Literacy Teams comprised of administration, academic coaches, and a variety of teachers met over time to review the data, complete needs assessment, draft, and finalize the plan.</p> <p>All teachers participated in the needs assessment and provided input into</p>	<p>Parents will receive: individual student grades via Infinite Campus, progress reports, report cards, invitations to parent-teacher conferences, and invites to Parent Nights throughout the school year.</p>

	CCRPI--6.234 points out of 10 were earned for Achievement in Mathematics in Y15	<p>different aspects of the plan through faculty and grade level meetings</p> <p>The school council comprised of parents, business partners, the principal, and teachers met to review the data and provide input/feedback into the plan.</p> <p>All parents were invited to participate through input meetings and surveys.</p>	
Emphasis on science instruction including administering formative assessments to guide differentiation and rigor by including literacy and relevant lessons with hands on labs and other DOK 3 and 4 activities.	<p>Science scores increased in 6th grade by 4%; however, this does not meet the state target.. Our 7th grade scores stayed at the same percentage, and our 8th grade scores decreased by 4%.</p> <p>CCRPI--5.901 points out of 10 were earned for Achievement in Science in Y15</p>	<p>The school Leadership and Literacy Teams comprised of administration, academic coaches, and a variety of teachers met over time to review the data, complete needs assessment, draft, and finalize the plan.</p> <p>All teachers participated in the needs assessment and provided input into different aspects of the plan through faculty and grade level meetings</p> <p>The school council comprised of parents, business partners, the principal, and teachers met to review the data and provide input/feedback into the plan.</p> <p>All parents were invited to participate through input meetings and surveys.</p>	Parents will receive: individual student grades via Infinite Campus, progress reports, report cards, invitations to parent-teacher conferences, and invites to Parent Nights throughout the school year.
Emphasis on ELA instruction including administering formative assessments to guide differentiation and rigor with	GA Milestone scores increased in all grade level; however, students did not meet the state target.	The school Leadership and Literacy Teams comprised of administration, academic coaches, and a variety of teachers met over time to review the data,	Parents will receive: individual student grades via Infinite Campus, progress reports, report cards,

<p>DOK 3 and 4 constructed response items in which the instructor focus on idea development, organization, and coherence.</p>	<p>Sixty percent of the 6th grade students scored proficient or above on the SRI spring benchmark. However, 7th grade students only had 57% of the students in the proficient or above range. Sixty-three percent of the 8th grade students scored in this range.</p> <p>CCRPI--5.549 points out of 10 were earned for Achievement in ELA in Y15</p>	<p>complete needs assessment, draft, and finalize the plan.</p> <p>All teachers participated in the needs assessment and provided input into different aspects of the plan through faculty and grade level meetings</p> <p>The school council comprised of parents, business partners, the principal, and teachers met to review the data and provide input/feedback into the plan.</p> <p>All parents were invited to participate through input meetings and surveys.</p>	<p>invitations to parent-teacher conferences, and invites to Parent Nights throughout the school year.</p>
---	--	--	--

SMART GOAL #1 The percentage of JMS students will show a 3% growth in proficient and distinguished learners in Social Studies from the 2015-16 scores as measured by the Georgia Milestones End of Grade Assessment for 2016-2017. Eighth grade Proficient and Distinguished scores will increase from 43% to 44%.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 3: Uses common assessments aligned with the required</p>	<p>All Students</p> <p>Subgroups</p> <ul style="list-style-type: none"> All demographics SWD EL ED Homeless <p>All Social Studies Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> Schedule and hold monthly vertical alignment meetings and weekly collaborative content meetings Academic coach will model best practices and provide professional learning as needed including questioning strategies, constructed response items, Striving Reader’s strategies and authenticity and relevance where learners attribute value to the learning task and see the relationship between the knowledge to be gained and their personal life Teachers will work with academic coach to create DOK level 3 and 4 activities Teachers will use formative assessment data to differentiate instruction Teachers will work with academic coach to create common assessments and discuss the data in common planning meetings Teachers will create assessments which include constructed response items Teachers will plan cross-curricular activities or use tasks from Defined Stem to enhance rigor in the classroom Teachers will utilize technology for research and sharing student exemplars Teachers will utilize USA Test Prep to increase practice on GPS for Social Studies 	<p>Lesson Plans</p> <p>Minutes and Sign-in sheets for vertical alignment meetings</p> <p>Professional learning agendas and sign-in sheets</p> <p>Common Assessments</p> <p>Students goal setting sheets</p> <p>USA Test Prep data</p> <p>Agendas and sign-in sheets</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge of rigor, common assessments, student goal setting, and USA Test Prep data</p> <p>Guidance for collaborative planning and academic coach modeling and professional learning</p> <p>Teachers Demonstrate:</p> <p>Ability to collaborate with peers and academic coach</p> <p>Ability to create rigorous and differentiated lessons for students</p> <p>Ability to create common assessments with peers</p>	<p>Weekly review of lesson plans by assistant principal with feedback/assistance from academic coach as needed.</p> <p>Monthly review of minutes from vertical alignment meetings and grade level meetings by administration and academic coach</p> <p>Monthly walk-through of vertical alignment meetings by administration.</p> <p>At least monthly walk-through of grade-level meetings by administration.</p> <p>Monthly review of data by administration and academic coach.</p> <p>Review of assessment data by teachers and academic coach as needed.</p>	<p>Striving Reader’s funds-reading material for focus groups and other supplemental texts</p> <p>SR funds-USA Test Prep for social studies</p> <p>Title I funds-academic coach salary</p> <p>Title I funds-document cameras</p> <p>Title I funds-Defined</p>

<p>standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 2: Creates an academically challenging learning environment</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p>		<ul style="list-style-type: none"> • Teachers will supplement content with Brain Pop • Teachers will attend GCSS to enhance instructional strategies and use of technology as well as gather new ideas • Teachers will conference with students to set goals and discuss how to monitor their own learning • Students will set goals and monitor progress • Students will complete a goal planning sheet • Students will participate in Focus Groups which concentrate on grade level specific social studies texts using Striving Reader’s strategies. • Students who need extra assistance will attend after school tutoring • Parents will be provided strategies to use with their children through parent workshops, newsletters, and parent conferences. Strategies will focus on making social studies relevant to the students and vocabulary as well as other literacy strategies. 	<p>for parent workshops, newsletters, conference notes</p>	<p>Ability to use technology as needed</p> <p>Ability to conference with students and guide them in setting goals.</p> <p>Ability to access and use USA Test Prep data for instructional purposes.</p> <p>Ability to implement Striving Reader’s strategies</p> <p>Redeliver information from GCSS to colleagues</p> <p>Students Demonstrate:</p> <p>Knowledge of Striving Reader’s strategies</p> <p>Knowledge and understanding of grade level GPS</p> <p>Knowledge and implementation of goal setting</p> <p>Ability to successfully complete rigorous assessments</p> <p>Parents Demonstrate:</p> <p>Knowledge in how to make social studies relevant to their child and focus on the literacy piece of vocabulary at home.</p>	<p>Monthly</p>	<p>STEM all subjects</p> <p>Title I funds-Brain Pop all subjects</p> <p>Title I funds-GCSS conference-</p> <p>Title I funds-Teacher to provide after school tutoring 2 X week-</p>
---	--	---	--	---	----------------	--

SMART GOAL #2 The percentage of JMS students will show a 3% growth in proficient and distinguished learners in Math from the 2015-16 scores as measured by the Georgia Milestones End of Grade Assessment for 2016-2017. Sixth grade Proficient and Distinguished scores will increase from 35% to 36%, seventh grade from 49% to 50%, and eighth grade from 28% to 29%.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p>	<p>All Students</p> <p>Subgroups</p> <ul style="list-style-type: none"> All demographics SWD EL ED Homeless <p>All Social Studies Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> Schedule and hold monthly vertical alignment meetings and weekly collaborative content meetings Academic coach will model best practices and provide professional learning as needed including questioning strategies, constructed response items, Striving Reader’s strategies, and authenticity and relevance where learners attribute value to the learning task and see the relationship between the knowledge to be gained and their personal life Teachers will work with academic coach to create DOK level 3 and 4 activities Teachers will present math skills using text (word problems) and focus on problem solving Teachers will use formative assessment data to differentiate instruction Teachers will work with academic coach to create common assessments and discuss the data in common planning meetings Teachers will create assessments which include constructed response items 	<p>Lesson Plans</p> <p>Minutes and Sign-in sheets for vertical alignment meetings</p> <p>Professional learning agendas and sign-in sheets</p> <p>Common Assessments</p> <p>Students goal setting sheets</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge of rigor, common assessments, student goal setting, and USA Test Prep data</p> <p>Guidance for collaborative planning and academic coach modeling and professional learning</p> <p>Teachers Demonstrate:</p> <p>Ability to collaborate with peers and academic coach</p> <p>Ability to create rigorous and differentiated lessons for students</p>	<p>Weekly review of lesson plans by assistant principal with feedback/assistance from academic coach as needed.</p> <p>Monthly review of minutes from vertical alignment meetings and grade level meetings by administration and academic coach</p> <p>Monthly walk-through of vertical alignment meetings by administration and academic coach</p> <p>Weekly attendance at grade level meetings by academic coach</p> <p>At least monthly walk-through of grade-level meetings by administration.</p>	<p>SR funds-USA Test Prep math</p> <p>Title I funds-academic coach salary</p> <p>Title I funds-document cameras</p> <p>Title I funds-IReady for math</p> <p>Title I funds-Defined STEM all subjects</p>

<p>Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 2: Creates an academically challenging learning environment</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p>		<ul style="list-style-type: none"> Teachers will plan cross-curricular activities or use Defined STEM lessons to enhance rigor in the classroom Teachers will attend the GCTM conference enhance instructional strategies and use of technology as well as gather new ideas Teachers will utilize technology for math activities Teachers will utilize USA Test Prep to increase practice on GSE for math Teachers will supplement content with Brain Pop Teachers will conference with students to set goals and discuss how to monitor their own learning Students will set goals and monitor progress Students will complete a goal planning sheet Students will participate in math focus groups to enhance math skills Students enrolled in Math Connect will utilize IReady to work on math deficiencies Students who need extra assistance in math will attend after school tutoring Parents will be provided strategies to use with their children through parent workshops, newsletters, and parent conferences. Strategies will focus on making math relevant to the student and using the online textbook and other online resources 	<p>USA Test Prep data</p> <p>IReady data</p> <p>Agendas and sign-in sheets for parent workshops, newsletters, conference notes</p>	<p>Ability to create common assessments with peers</p> <p>Ability to use technology as needed</p> <p>Ability to conference with students and guide them in setting goals.</p> <p>Ability to access and use USA Test Prep data for instructional purposes.</p> <p>Ability to access and use IReady data for instructional purposes</p> <p>Ability to implement Striving Reader’s strategies</p> <p>Re-deliver information from GCTM to colleagues</p> <p>Students Demonstrate:</p> <p>Knowledge of Striving Reader’s strategies</p> <p>Knowledge and understanding of grade level GSE</p> <p>Knowledge and implementation of goal setting</p> <p>Ability to successfully complete rigorous assessments</p> <p>Parents Demonstrate:</p>	<p>Monthly review of data by administration and academic coach.</p> <p>Review of assessment data by teachers and academic coach as needed.</p> <p>Monthly observations in the classrooms by administrators and academic coach.</p>	<p>Title I funds-Brain Pop all subjects</p> <p>Title I funds-GCTM conference-</p> <p>Title I funds-Teacher to provide after school tutoring 2 X week-</p>
---	--	---	--	---	--	---

				Knowledge in how to make math relevant to their child and focus on how to access the online textbook in order to provide assistance to their child.		
--	--	--	--	---	--	--

SMART GOAL #3 The percentage of JMS students will show a 3% growth in proficient and distinguished learners in Science from the 2015-16 scores as measured by the Georgia Milestones End of Grade Assessment for 2016-2017. Eight Proficient and Distinguished scores will increase from 34% to 35%.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 3: Uses common assessments</p>	<p>All Students</p> <p>Subgroups</p> <ul style="list-style-type: none"> All demographics SWD EL ED Homeless <p>All Social Studies Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> Schedule and hold monthly vertical alignment meetings and weekly collaborative content meetings Academic coach will model best practices and provide professional learning as needed including questioning strategies, constructed response items, Striving Reader’s strategies and authenticity and relevance where learners attribute value to the learning task and see the relationship between the knowledge to be gained and their personal life Teachers will work with academic coach to create DOK level 3 and 4 activities Teachers will plan hands on labs Teachers will use formative assessment data to differentiate instruction Teachers will work with academic coach to create common assessments and discuss the data in common planning meetings Teachers will create assessments which include constructed response items Teachers will plan cross-curricular activities or use Defined STEM lessons to enhance rigor in the classroom Teachers will utilize technology for research and sharing student work 	<p>Lesson Plans</p> <p>Minutes and Sign-in sheets for vertical alignment meetings</p> <p>Professional learning agendas and sign-in sheets</p> <p>Common Assessments</p> <p>Students goal setting sheets</p> <p>USA Test Prep data</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge of rigor, common assessments, student goal setting, and USA Test Prep data</p> <p>Guidance for collaborative planning and academic coach modeling and professional learning</p> <p>Teachers Demonstrate:</p> <p>Ability to collaborate with peers and academic coach</p> <p>Ability to create rigorous and differentiated lessons for students</p> <p>Ability to create lab work for students</p>	<p>Weekly review of lesson plans by assistant principal with feedback/assistance from academic coach as needed.</p> <p>Monthly review of minutes from vertical alignment meetings and grade level meetings by administration and academic coach</p> <p>Monthly walk-through of vertical alignment meetings by administration.</p> <p>Monthly walk-through of grade-level meetings by administration.</p> <p>Monthly review of data by administration and academic coach.</p>	<p>Striving Reader’s funds-reading material for focus groups</p> <p>SR funds-USA Test Prep science</p> <p>Title I funds-academic coach salary</p> <p>Title I funds-document cameras</p> <p>Title I funds--equipment for hands on labs</p>

<p>aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 2: Creates an academically challenging learning environment</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p>		<ul style="list-style-type: none"> Teachers will utilize USA Test Prep to increase practice on GPS for science Teachers will supplement content with Brain Pop Teachers will attend the GSTA conference enhance instructional strategies and use of technology as well as gather new ideas Teachers will conference with students to set goals and discuss how to monitor their own learning Students will set goals and monitor progress Students will complete a goal planning sheet Students will participate in Focus Groups which concentrate on grade level specific social studies texts using Striving Reader’s strategies. Students who need extra assistance in science will attend after school tutoring Parents will be provided strategies to use with their children through parent workshops, newsletters, and parent conferences. Strategies will focus on making science relevant to the student and vocabulary as well as other literacy strategies. 	<p>Agendas and sign-in sheets for parent workshops, newsletters, conference notes</p>	<p>Ability to create common assessments with peers</p> <p>Ability to use technology as needed</p> <p>Ability to conference with students and guide them in setting goals.</p> <p>Ability to access and use USA Test Prep data for instructional purposes.</p> <p>Ability to implement Striving Reader’s strategies</p> <p>Re-deliver information from GSTA to colleagues</p> <p>Students Demonstrate:</p> <p>Knowledge of Striving Reader’s strategies</p> <p>Knowledge and understanding of grade level GPS</p> <p>Knowledge and implementation of goal setting</p> <p>Ability to successfully complete rigorous assessments</p> <p>Parents Demonstrate:</p> <p>Knowledge in how to make science relevant to their child and focus on the literacy piece of vocabulary at home.</p>	<p>Review of assessment data by teachers and academic coach as needed.</p> <p>Monthly observations in the classrooms by administrators and academic coach.</p>	<p>Title I funds-Defined STEM all subjects</p> <p>Title I funds-Brain Pop all subjects</p> <p>Title I funds-GSTA conference</p> <p>Title I funds-Teacher to provide after school tutoring 2 X week</p>
---	--	---	---	--	--	--

SMART GOAL #4 The percentage of JMS students will show a 3% growth in proficient and distinguished learners in ELA from the 2015-16 scores as measured by the Georgia Milestones End of Grade Assessment for 2016-2017. Sixth grade Proficient and Distinguished scores will increase from

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p>	<p>All Students</p> <p>Subgroups</p> <ul style="list-style-type: none"> ● All demographics ● SWD ● EL ● ED ● Homeless <p>All Social Studies Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> ● Schedule and hold monthly vertical alignment meetings and weekly collaborative content meetings ● Academic coach will model best practices and provide professional learning as needed including questioning strategies, constructed response items, Striving Reader’s strategies and authenticity and relevance where learners attribute value to the learning task and see the relationship between the knowledge to be gained and their personal life ● Teachers will work with academic coach to create DOK level 3 and 4 activities ● Teachers will use formative assessment data to differentiate instruction ● Teachers will work with academic coach to create common assessments and discuss the data in common planning meetings ● Teachers will create assessments which include constructed response items 	<p>Lesson Plans</p> <p>Minutes and Sign-in sheets for vertical alignment meetings</p> <p>Professional learning agendas and sign-in sheets</p> <p>Common Assessments</p> <p>Students goal setting sheets</p> <p>USA Test Prep data</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge of rigor, common assessments, student goal setting, and USA Test Prep data</p> <p>Guidance for collaborative planning and academic coach modeling and professional learning</p> <p>Teachers Demonstrate:</p> <p>Ability to collaborate with peers and academic coach</p> <p>Ability to create rigorous and differentiated lessons for students</p>	<p>Weekly review of lesson plans by assistant principal with feedback/assistance from academic coach as needed.</p> <p>Monthly review of minutes from vertical alignment meetings and grade level meetings by administration and academic coach</p> <p>Monthly walk-through of vertical alignment meetings by administration.</p> <p>Monthly walk-through of grade-level meetings by administration.</p> <p>Monthly review of data by administration and academic coach.</p>	<p>Striving Reader’s funds-reading material for focus groups</p> <p>SR funds-USA Test Prep ELA</p> <p>Title I funds-academic coach salary</p> <p>Title I funds-document cameras</p>

<p>Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 2: Creates an academically challenging learning environment</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p>		<ul style="list-style-type: none"> Teachers will plan cross-curricular activities or use Defined STEM lessons to enhance rigor in the classroom Teachers will utilize technology for math activities Teachers will utilize USA Test Prep to increase practice on GSE for ELA Teachers will supplement content with Brain Pop Teachers will attend the ELA based conference enhance instructional strategies and use of technology as well as gather new ideas Teachers will conference with students to set goals and discuss how to monitor their own learning Students will set goals and monitor progress Students will complete a goal planning sheet Students will participate in Focus Groups which concentrate on Striving Reader's literacy strategies. Students in ELA connect will utilize IReady to work on ELA deficiencies Students who need extra assistance in ELA will attend after school tutoring Parents will be provided strategies to use with their children through parent workshops, newsletters, and parent conferences. Strategies will focus on literacy strategies---reading comprehension, vocabulary, and writing 	<p>Agendas and sign-in sheets for parent workshops, newsletters, conference notes</p>	<p>Ability to create lab work for students</p> <p>Ability to create common assessments with peers</p> <p>Ability to use technology as needed</p> <p>Ability to conference with students and guide them in setting goals.</p> <p>Ability to access and use USA Test Prep data for instructional purposes.</p> <p>Ability to access and use IReady data for instructional purposes</p> <p>Ability to implement Striving Reader's strategies</p> <p>Students Demonstrate:</p> <p>Knowledge of Striving Reader's strategies</p> <p>Knowledge and understanding of grade level GPS</p> <p>Knowledge and implementation of goal setting</p> <p>Ability to successfully complete rigorous assessments</p> <p>Parents Demonstrate:</p> <p>Knowledge in how to use literacy strategies at home</p>	<p>Review of assessment data by teachers and academic coach as needed.</p> <p>Monthly observations in the classrooms by administrators and academic coach.</p>	<p>Title I funds-IReady for ELA</p> <p>Title I funds-Defined STEM all subjects</p> <p>Title I funds-Brain Pop all subjects</p> <p>Title I funds-NCTE conference-</p> <p>Title I funds-Teacher to provide after school tutoring 2 X week</p>
---	--	---	---	---	--	---

such as reading comprehension, vocabulary, and writing

SMART GOAL #5 Decrease the number of office referrals in 2016 2017 by 5% from 529 referrals in 2015 2016.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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
			Artifacts	Evidence		
<p>School Culture Standard 1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</p> <p>School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community</p> <p>School Culture Standard 3: Establishes a culture that supports the college and career readiness of students</p> <p>School Culture Standard 4: Supports the personal growth and development of students</p> <p>School Culture Standard 5: Recognizes and celebrates achievements and</p>	<p>All Students</p> <p>Subgroups</p> <ul style="list-style-type: none"> All demographics SWD EL ED Homeless <p>All Teachers</p> <p>All Parents</p>	<ul style="list-style-type: none"> PBIS team will review data in Educator’s Handbook to determine problem behaviors and locations Counselor will create lessons which address problem behaviors Behavior lessons will be implemented during Monday CARES time Teachers will acknowledge positive behaviors and award Dragon Dollars JMS will host a PBIS celebration each 9 weeks for deserving students Teachers and students will participate in Leadership Training PBIS team members will receive PBIS training from the GA DOE 	<p>PBIS meeting minutes</p> <p>Lesson plans for CARES</p> <p>Schedule of PBIS celebrations</p> <p>Fliers from Leadership training</p> <p>Student Council Minutes/Agenda</p>	<p>School Leaders Demonstrate:</p> <p>Knowledge of PBIS</p> <p>Teachers Demonstrate:</p> <p>Knowledge of PBIS</p> <p>Students Demonstrate:</p> <p>Knowledge of appropriate behavior</p> <p>Knowledge of leadership skills</p> <p>Parents Demonstrate:</p> <p>Knowledge of PBIS and appropriate behaviors</p>	<p>Monthly review of Educator’s Handbook data by PBIS team</p> <p>Monthly review of PBIS meeting minutes by administration</p> <p>Monthly review of CARES lessons by administration</p>	<p>Prof Development for Leadership seminar by Jostens</p> <p>Prof Development Subs for PBIS members for training</p> <p>PBIS Celebration--school general fund</p>

accomplishments of students and staff						
---------------------------------------	--	--	--	--	--	--

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Academic coach will provide professional learning to all content teachers as needed in regards to rigor, creating common assessments, using data for differentiation, and other best practices	2016 2017 school year	Academic Coach's salary	Academic Coach Principal Federal Programs Director	Administration and academic coach will observe teachers	GA Milestone Scores USA Test Prep Data SRI data IReady Data
ELA and Math Connect teachers will be trained on IReady data and implementation	2016 2017 school year	Title I \$2500	Academic Coach Principal	Academic Coach and administration will monitor IReady data and student use of the program	GA Milestone Scores USA Test Prep Data SRI data IReady Data
Teachers will attend GCTM, GCSS, GSTA, and NCTE to keep abreast of new teaching strategies and new ideas	2016 2017 school year	Title I \$5760	Academic Coach Principal Teachers	Academic Coach and teachers will re-deliver information from conference	GA Milestone Scores USA Test Prep Data SRI data IReady Data

Teachers and students will attend Leadership seminar hosted by Jostens	Oct 2106	Professional Development	Teachers and administration	Teachers and students will re-deliver information from conference	Discipline Referrals in Educator's Handbook
---	-----------------	---------------------------------	------------------------------------	--	--

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. No _____ (Yes or no)

If no, explain

Four teachers who are certified in Middle Grades ELA need to pass the GACE in Middle School Reading in order to become highly qualified to teacher middle school ELA classes.

List efforts to recruit highly qualified teachers to your school. It was recently discovered middle school ELA teachers need the Middle School Reading certification in order to be highly qualified.

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>