



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

2019-2020

**NAME OF SCHOOL/PRINCIPAL:**

**South Tattnall Middle School/Mr. Adam Kirby**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Tattnall County School System/Dr. Gina Williams**

*Comprehensive Support School*    *Targeted Support School*    *Schoolwide Title I School*    *Targeted Assistance Title I School*    *Non-Title I 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)

**Planning Committee Members**

Name	Position/Role	Signature
Mr. Adam Kirby	Principal	
Dr. Pamela Barnett	Assistant Principal	
Candice Altman	8 <sup>th</sup> Grade ELA Teacher/ELA Chair/Academic Coach	
Sherri Anthony	Counselor	
Jake Kennedy	Paraprofessional	
Melissa Poole	Parent	
Hunter Copelan	7 <sup>th</sup> Grade Science Teacher/7 <sup>th</sup> Grade Chair	
Keith DeLoach	6 <sup>th</sup> Grade Social Studies Teacher	
Mary Beth Pirie	8 <sup>th</sup> Grade Math Teacher/Math Chair	
Kim Scott	8 <sup>th</sup> Grade Science Teacher/8 <sup>th</sup> Grade Chair/Science Chair	
Clarice Shuman	7 <sup>th</sup> Grade ELA Teacher	
Christy Tatum	Academic Coach	
Teresa Thompson	Gifted Education	
Kerry Waters	6 <sup>th</sup> Grade ELA Teacher	

Title I only

The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_  
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### Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><b><u>ELA</u></b>                      Decrease the number of students in the “Beginning Learner” Category on Georgia Milestones End of Grade Test                      5<sup>th</sup> Grade: 32%                      6<sup>th</sup> Grade: 45%                      7<sup>th</sup> Grade: 30%                      8<sup>th</sup> Grade: 8%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><b><u>ELA</u></b>                      Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each ELA domain</p> <p><u>Domain: Reading &amp; Vocabulary</u>                      5<sup>th</sup> Grade: 62.6%                      6<sup>th</sup> Grade: 66%                      7<sup>th</sup> Grade: 61%                      8<sup>th</sup> Grade: 38%</p> <p><u>Domain: Writing &amp; Language</u>                      5<sup>th</sup> Grade: 59%                      6<sup>th</sup> Grade: 63%                      7<sup>th</sup> Grade: 57%                      8<sup>th</sup> Grade: 37%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>All Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><b><u>ELA Lexiles</u></b>  <b><u>Istation</u></b>                      6th grade average: 991                      7th grade average: 1116                      8th grade average: 1202  <b><u>GMAS</u></b>                      6th grade average: 982                      7th grade average: 1111                      8th grade average: 1114</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment                      iStation Data</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>

<p><b><u>Average Lexile Gains</u></b>  <b><u>Overall to Achievement Level</u></b>  <b><u>Movement (move 1 or more</u></b>  <b><u>Achievement Levels)</u></b>          6th grade average: 102.29          6th avg for Ach. Level increase: 227.24           7th grade average: 121.4          7th avg for Ach. Level increase: 238.6           8th grade average: 110.47          8th avg for Ach. Level increase: 216.28</p>			
<p><b><u>ELA</u></b>          Decrease the percentage of students          “Below Grade Level” in reading          5<sup>th</sup> Grade: (Below 920) 46.4%          6<sup>th</sup> Grade (Below 997) 54%          7<sup>th</sup> Grade (Below 1045L) 27%          8<sup>th</sup> Grade (Below 1097L) 13%</p>	<p>Spring 2019 End of Grade (EOG)          Georgia Milestones Assessment          AIMSweb Data</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent          Copy</p>
<p><b><u>Math</u></b>          Decrease the percentage of students that          are in the “Remediate Learning for          Mastery” Section per each Math domain   <u>5th Grade Domains:</u>          Operations &amp; Algebraic Thinking 64%          Num &amp; Operations Base 10 53%          Num &amp; Operations Fractions 62%          Measurement and Data 61%          Geomerty 66%   <u>Domain: Ratios and Proportional</u>  <u>Relationships</u>          6<sup>th</sup> Grade 52%          7<sup>th</sup> Grade 43%   <u>Domain: The Number System</u>          6<sup>th</sup> Grade 54%          7<sup>th</sup> Grade 38%   <u>Domain: Expressions and Equations</u>          6<sup>th</sup> Grade 62%          7<sup>th</sup> Grade 37%   <u>Domain: Numbers, Expressions, and</u>  <u>Equations</u></p>	<p>Spring 2019 End of Grade (EOG)          Georgia Milestones Assessment          Common Assessments</p>	<p>Math Teachers</p>	<p>EOG Individual Student Reports – Parent          Copy</p>

<p>8<sup>th</sup> Grade 25%</p> <p><u>Domain: Algebra and Functions</u> 8<sup>th</sup> Grade 29%</p> <p><u>Domain: Geometry</u> 6<sup>th</sup> Grade 55% 7<sup>th</sup> Grade 47% 8<sup>th</sup> Grade 34%</p> <p><u>Domain: Statistics and Probability</u> 6<sup>th</sup> Grade 57% 7<sup>th</sup> Grade 43% 8<sup>th</sup> Grade 18%</p>			
<p><b><u>Science – 8th Grade</u></b> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each 8<sup>th</sup> Grade Science domain</p> <p><u>8<sup>th</sup> Grade Domains:</u> Matter 61% Energy 45% Motion 50% Waves 47% Force 44%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Science Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><b><u>Social Studies – 8th Grade</u></b> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Social Studies domain</p> <p><u>8th Grade Domains:</u> Geography 48% Government/Civics 63% Economics 48% History 43%</p>	<p>Spring 2019 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Social Studies Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><b><u>Student Behavior</u></b> <b>2018</b> 328 Office Discipline Referrals (ODRs) 71 ISS = 159 days 24 OSS = 67 days</p>	<p>Educator’s Handbook</p>	<p>All Teachers</p>	<p>Conduct Reports (quarterly) Parental Contact</p>

<p>Top 10% of students with referrals (ODRs) = 35.7% of all referrals</p> <p><b>2019</b>                  269 Office Discipline Referrals (ODRs)                  27 ISS = 65 days                  33 OSS = 59 days</p> <p>Top 10% of students with referrals (ODRs) = 35.16% of all referrals</p> <p>Top 10% of students with referrals (ODRs) = 35.71%</p>			
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**SMART GOAL #1: Decrease the number of students reading below grade level by 10% and increase the number of students above grade level by 8% in the 2019-2020 school year. (Current students' --5,6,7-- reading status below grade level is 40.4% and reading status above grade level is 34%. )**

(Specific, Measurable, Attainable., Results-Based, and Time-Bound)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Curriculum Standard 1:</b> Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.</p> <p><b>Instruction Standard 3:</b> Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p>	<p>All students with an emphasis on students reading below grade level</p>	<p><b>Monitor, provide <u>feedback</u>, and support the implementation of:</b></p> <ul style="list-style-type: none"> <li>Implementation of keys to literacy-- prior knowledge activation, main idea development, summarization, on time reading, question generation, metacognitive strategies to include professional development, planning, and monitoring (conferencing and observing)</li> <li>Data analysis using formative assessments from USA Test Prep aligned with learning targets (weekly)                             <ul style="list-style-type: none"> <li>Remediation (below 80%)</li> <li>Extension</li> </ul> </li> <li>Common vocabulary usage in regard to reading and writing</li> <li>Quarterly iReady data that is reflective of progress in text fluency, comprehension, and standards mastery</li> <li>Weekly collaborative planning between ELA teachers with Academic Coach</li> <li>ELA USA Test Prep implementation with Level 2-4 students with at least two 20 minute segments weekly from beginning of year working toward standards mastery (green dot challenge); Level 1 will begin in January with at least two 20 minute segments weekly working toward standards mastery</li> <li>Approximately 30 minutes of independent content related reading in content area classes weekly within student lexile ranges that requires a literacy based activity as evidence of student learning</li> <li>Students log 100 minutes of independent reading on reading logs to include text from novels or articles; the log includes page numbers and a section to summarize or reflect on their reading. Students who meet their goal will be rewarded monthly with an extra hour at the end of the day while those did not meet their goal will stay in and complete their reading.</li> </ul>	<p>Individual student progress, data forms, Collaborative planning documentation, professional learning activities and minutes</p>	<p><b>School Leaders Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Knowledge of implementation status for actions, strategies, and interventions in reading.</li> <li>Clear guidance and implementation</li> </ul> <p><b>Teachers Demonstrate:</b></p> <ul style="list-style-type: none"> <li>An understanding of data and implement changes necessary to impact student learning</li> <li>Awareness and internalization of what <u>is expected</u> of collaborative planning</li> </ul> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>An understanding of LEXILE scores and actions required for them to enhance their reading achievement</li> <li>Participation in keys to literacy best practice</li> </ul>	<p>Weekly Collaborative Planning by teachers to monitor program implementation and student performance</p> <p>Monthly data reports to ELA Team concerning student progress</p> <p>Provide individual student performance data</p> <p>On-going professional learning for teachers in the area of keys to literacy</p>	<p><b>Title I \$</b> Funding for reading resources including consumables and software (decoding, comprehension, higher Lexile texts, content area texts for SS and SC )</p> <p>iReady</p> <p>Funding for tutoring services</p> <p>ELA Teachers</p> <p>Novels (Novel library for Literature circles)</p> <p>Academic ELA Coach</p> <p>Professional Development</p>

**Group students not meeting standards according to assessment results and assign them to instruction that occurs during school.**

- Implement RTI or classroom interventions with students who are at “below reading level” status
- Plan for decoding or comprehension support at least twice weekly (via iReady resources)
- Offer tutoring services to students reading below lexile according to GMAS and iReady at least three times weekly in ELA classrooms beginning in February and running through April



## SMART GOAL #2: Increase the percentage of students who feel safe and feel that they belong at school from 67% to 80% on year end survey.

(Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p><b>Family and Community Engagement 1:</b> Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p><b>School Culture 4:</b> Supports the personal growth and development of students</p> <p><b>Instruction Standard 7:</b> Provides feedback to students on their performance on the standards or learning targets</p>	<p>All students</p> <p>All teachers</p> <p>PBIS Team</p>	<p><b>PBIS Team meets to implement and monitor a comprehensive conduct plan</b></p> <ul style="list-style-type: none"> <li>● Foster an environment that focuses on RRR: Relationships, Rigor, and Relevance</li> <li>● Consider ways to establish an inviting learning environment that welcomes and encourages families into the school                             <ul style="list-style-type: none"> <li>○ Provide training to teachers on implementation of character traits of PRIDE</li> <li>○ Create a student panel that provides student input and informs student population on character traits of PRIDE</li> <li>○ Regular communication to families about behavior and the school expectations</li> </ul> </li> <li>● Ongoing adjustments made based on discipline data to include student interventions in regard to functions of repeated behavior and teacher training for improved Tier 1 practices</li> <li>● Recognition for positive student behavior                             <ul style="list-style-type: none"> <li>○ PRIDE snack pass tickets</li> <li>○ Student of the Week</li> <li>○ Quarterly incentives recognizing students</li> </ul> </li> </ul> <p><b>The school staff consistently provides a comprehensive system of support to promote positive student behavior</b></p> <ul style="list-style-type: none"> <li>● Teachers collaborate on desirable behaviors along with non-negotiable ones.</li> <li>● Teachers teach behavior expectations that focus on social/emotional intelligence through schoolwide matrix-- taught at beginning and midpoint but modeled and reminded daily</li> <li>● Students receive progress toward mastery of positive behavior at the end of each grading term; points garnered in each of the 4 categories work toward incentive party</li> </ul>	<p>Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level meeting agenda, Quarterly Conduct Report Cards</p>	<p><b>School Leaders Demonstrate:</b></p> <ul style="list-style-type: none"> <li>● Monthly behavior reports to PBIS Team by grade level, teacher and student</li> <li>● Implement incentives and rewards</li> <li>● Communicate appropriate school behavior expectations with families</li> </ul> <p><b>Teachers Demonstrate:</b></p> <ul style="list-style-type: none"> <li>● Understanding of what the school policy is for student behavior</li> <li>● Keep accurate incident reports</li> <li>● Documenting regular communication with families when behavior is impacting learning</li> <li>● Referrals to the school counselor and administrators as necessary</li> </ul> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>● Knowledge of expectation of school behavior and the benefits of good behavior on academic performance</li> </ul>	<p>Review of Behavior reports</p> <p>Regular communication with parents on behavior expectations as well as the data of their own child's behavior</p> <p>Welcoming events to the school to celebrate student behavior</p> <p>Goals and strategies in the behavior protocol continually evaluated by the PBIS team as to its effectiveness and adjusting as needed.</p>	<p><b>Title I \$</b></p> <p>Professional learning for teachers</p> <p>Incentives for students and families to decrease ODRs to include a monthly drawing for students with no marks/referrals</p> <p>Behavior Tracking System</p> <p>Funding for manipulatives to assist with behavior strategies, cyber bullying and interventions, bullying prevention and intervention</p>

		<ul style="list-style-type: none"> <li>● Support staff such as the counselor and ISS teacher are utilized to reinforce social/emotional intelligence to students at Tier 2-3 Level of behavior                             <ul style="list-style-type: none"> <li>○ Ensure RTI protocol is in place for students receiving four referrals</li> <li>○ Training for targeted behaviors with counselor individually and/or group therapy once a week for 30 minutes for 4-6 weeks (Tier 2) 50 minutes for 6-8 weeks (Tier 3)</li> <li>○ Restorative practice that involves analysis of function of behavior and letters of reflection written during ISS/Exploratory to repair damaged relationship</li> <li>○ After school detention</li> </ul> </li> </ul>				
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## Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeli-ne	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
New teacher orientation program, “New Teacher Academy”, assists new personnel in an effort to help them transition into their new teaching position	2019-2020	Stipend to each new teacher	TCBOE	TCBOE, Administration, Academic Coach, Mentor	New teacher orientation agendas, TKES documentation for new teachers, walkthrough observations
New teacher mentors that assist throughout the year in an effort to promote teacher retention	2019-2020	Stipend to each mentor	TCBOE	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
Literacy training from Academic Coach to help all teachers with implementing strategies to help increase student achievement by increasing student reading levels	2019-2020	TCBOE; FDRESA	TCBOE; FDRESA; All teachers	FDRESA, Administrative observations	Teacher lesson plans, PLC agendas, TKES teacher documentations, student work samples
ELA PLC job embedded meeting is held monthly. Team analyzes data and vertically plans to address student instructional needs on an ongoing basis.	2019-2020	TCBOE	ELA Teachers Academic Coach	Administration, all teachers; Academic Coach	ELA PLC Agendas, Monthly Student iReady Data, Lesson Plans, Student Work
STEM professional learning provided to staff for implementation of STEM curriculum in all content areas and exploratory.	2019-2020	TCBOE	All Teachers	Administration; STEM Coordinator	Lesson plans, Observations, Walkthrough by FDRESA Stem Facilitator and GADOE Facilitator
STEM business partnerships established through Project Based Learning (PBL) will provide learning opportunities through mentoring, onsite or classroom demonstrations.	2019-2020	None	All Teachers	STEM Coordinator, Administration	Lesson plans, Observations, STEM Notebook
A PBIS team has been selected and trained in order for the team to assist the administration with the determination of strategies to positively affect student behavior across grade levels	2019-2020	TCBOE; GADOE	TCBOE; Administration; PBIS team members	PBIS Team Members, Administration	PBIS monthly meeting agendas and minutes; Student Behavior reports
Response to Intervention/MTSS will provide targeted Tier II and III evidence based interventions (iReady, iXL, USA TestPrep, Repeated Readings, Story Detective, HELPS)	2019-2020	TCBOE	Teresa Thompson, STMS RtI Coordinator	Administration, all teachers	Grade Level Meeting Agenda and Minutes; Parent Meetings; Walkthrough observations

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Special education teachers and regular classroom teachers will participate in SSIP Co-Teaching training in an effort to more effectively address the needs of special education students in the inclusion model	2019-2020	TCBOE; GLRS	TCBOE; GLRS; Administration;	Baseline review of co-teaching model, administrative observations, lesson plans,	Teacher lesson plans, PLC agendas, TKES teacher documentations, students' work samples, and student grades
ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students – Use of WIDA standards to improve instruction	2019-2020	Teacher Salary	Teresa Thompson, ESOL teacher	Administrative observations, lesson Plans, Agenda, sign in sheet, materials presented during redelivery to all instructional staff at school	Student testing data, Student classroom grades, Student ACCESS scores
ESOL teacher professional learning to include registration, travel reimbursement	2019-2020	TCBOE	TCBOE; Administration	TCBOE, administration	Redelivery to all instructional staff; sign in sheets
Migrant Paraprofessional for assistance in reading & math via inclusion model once a week. Migrant summer school if funds permit.	2019-2020	TCBOE	Shamah Tahan	Administration, ELA and Math teachers	Timesheet, Priority for Service list, GMAS scores
TCHS 9th Grade Preview Registration	March 2020	None	8th Grade Teachers, Academic Coach	Sign In sheet	Information packets to go home for parents and students to review
Career Counseling - Requirements for Georgia Bridge Program; Georgia College and Information System GCIS Dual Credit Courses	March - May 2020	None	Counselor, students	Interest inventory; Cluster Survey; Research Careers & Student Led Conference with parents	Grade Level Reports; Career Clusters in individual portfolios

**Parent Engagement and Communication** - - notices sent to EL parents in home language whenever possible. EL parents are signed up for parent portal accounts by the school registrar at the county-wide EL parent meeting. Title I Plan and Compacts are translated into home language when possible for all parents. Translators can be scheduled to attend parent conferences and parent meetings (including the Annual Title I Meeting) to aid in translation. All schools have use of the TransAct website for translation help. All schools have iPad that can be used for voice to voice translation. Each spring, EL parents are given a survey that indicates topics that they would like covered in their parent meetings the following year. Topics are discussed in EL parent meetings that would help the parents to provide academic assistance to their students.

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Sixth Grade Orientation and Open House	August 2019	Teacher Salary	Administration, Front Office Staff, 6 <sup>th</sup> Grade Teachers, SPED teachers, PE/EXP Teachers	Stakeholders Surveys	Agenda; Sign-in sheets; Teacher syllabus in classroom
Parental Engagement Coordinator (Tarsha Beal) – The Tattnall County School System has hired this position to aid in all Family Engagement Activities	2019-2020	TCBOE – Salary	Tarsha Beal	Stakeholders Surveys	Job description, timesheets, list of activities
STMS Open House for 7th & 8th Grades	August 2019	Teacher Salary	All STMS Faculty	Parent Attendance Number	Sign-In Sheets
Parents for Lunch	September 2019	Teacher Salary	Academic Coach; Administration	Parent Attendance	Sign-In Sheets
STEM Night & Writing Workshop	October 2019	Teacher Salary	All STMS Faculty	Parent Attendance	Sign-In Sheets
Parent Portal - school registrar helps to enroll EL parents at county-wide ESOL parent meeting	2019-2020	TCBOE	Lynna Hilliard, TCBOE, Technology Coordinator; Amy Page, STMS Registrar	Interactive hits on <a href="#">website</a>	Parent Registration; Interactive hits on <a href="#">website</a>
STMS email blast via echalk	2019-2020	TCBOE	Dr. Tabitha Smith, STMS Media Specialist; All Faculty	Interactive hits on <a href="#">website</a>	Class pages on <a href="#">website</a> ; Teacher events calendar; School events calendar
STMS Monthly Parent Newsletter	2019-2020 Monthly	<u>Teacher Salary</u> ; Paper - STMS	Christy Tatum, Academic Coach	Stakeholders Spring Survey	Newsletters
Parent/Teacher Meetings; 504 Meetings; SPED Meetings	2019-2020	Teacher Salary	<u>All Teachers</u> ; Sherri Anthony, STMS Counselor	Student Progress Reports	Agenda, Signed documentation of meeting, teacher notes, etc.

ESOL parent meetings- informational meeting <u>in an effort to connect the parent to the school and school processes</u>	January 2020	Teacher Salary	Pam MacSorley STMS ESOL teacher	Survey results	Agenda, Sign-in sheets, minutes, parent handouts
Migrant PAC meeting- to promote a better relationship between the child's home and school, thus improving his/her opportunity to take full advantage of an education and to provide interested parties to make suggestions or recommendations	2019-2020	Teacher Salary	Shamah Tahan	Spring Survey evaluation	Agenda, Sign-in sheets, minutes, parent handouts