



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

2018-2019

NAME OF SCHOOL/PRINCIPAL: South Tattnall Middle School/Mr. Adam Kirby
NAME OF DISTRICT/SUPERINTENDENT: Tattnall County School System/Dr. Gina Williams
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input checked="" type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i> <input type="checkbox"/> <i>Opportunity School</i>

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 th Grade ELA Teacher/ELA Chair	
Sherri Anthony	Counselor	
Hunter Copelan	7 th Grade Science Teacher	
Karla Hendrix	6 th Grade ELA Teacher	
Stephanie Lane	6 th Grade Science Teacher/6 th Grade Chair	
Mary Beth Pirie	8 th Grade Math Teacher/Math Chair	
Kim Scott	8 th Grade Science Teacher/8 th Grade Chair/Science Chair	
Clarice Shuman	7 th Grade ELA Teacher	
Christy Tatum	Academic Coach	
Teresa Thompson	Gifted Education/Computer Literacy	

Title I only

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

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

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>ELA Decrease the number of students in the “Beginning Learner” Category on Georgia Milestones End of Grade Test</p> <p>6th Grade: 39% 7th Grade: 15% 8th Grade: 20%</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p>ELA Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each ELA domain</p> <p><u>Domain: Reading & Vocabulary</u> 6th Grade: 49% 7th Grade: 61% 8th Grade: 59%</p> <p><u>Domain: Writing & Language</u> 6th Grade: 66% 7th Grade: 41% 8th Grade: 48%</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>All Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p>ELA Focus on increasing students LEXILE scores.</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment AIMSweb Data iStation Data</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p>ELA Decrease percentage of students “Below Grade Level” in reading</p> <p>6th Grade (Below 925L) 43% 7th Grade (Below 970L) 17% 8th Grade (Below 1010L) 28%</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment AIMSweb Data</p>	<p>All teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p>Math Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Math domain</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment Common Assessments</p>	<p>Math Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>

<p><u>Domain: Ratios and Proportional Relationships</u> 6th Grade 51% 7th Grade 33%</p> <p><u>Domain: The Number System</u> 6th Grade 50% 7th Grade 37%</p> <p><u>Domain: Expressions and Equations</u> 6th Grade 49% 7th Grade 39%</p> <p><u>Domain: Numbers, Expressions, and Equations</u> 8th Grade 32%</p> <p><u>Domain: Algebra and Functions</u> 8th Grade 35%</p> <p><u>Domain: Geometry</u> 6th Grade 48% 7th Grade 30% 8th Grade 42%</p> <p><u>Domain: Statistics and Probability</u> 6th Grade 32% 7th Grade 39% 8th Grade 33%</p>			
<p><u>Science – 8th Grade</u> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each 8th Grade Science domain</p> <p><u>8th Grade Domains:</u> Matter 70% Energy 64% Motion 63% Waves 52% Force 52%</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Science Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>
<p><u>Social Studies – 8th Grade</u> Decrease the percentage of students that are in the “Remediate Learning</p>	<p>Spring 2018 End of Grade (EOG) Georgia Milestones Assessment</p>	<p>Social Studies Teachers</p>	<p>EOG Individual Student Reports – Parent Copy</p>

<p>for Mastery” Section per each Social Studies domain</p> <p><u>8th Grade Domains:</u> Geography 42% Government/Civics 56% Economics 52% History 49%</p>			
<p><u>Student Behavior</u> 328 Office Discipline Referrals (ODRs) 71 ISS = 159 days 24 OSS = 67 days</p> <p>Top 12% of students with referrals (ODRs) = 66% of all referrals</p>	<p>Educator’s Handbook</p>	<p>All Teachers</p>	<p>Behavior Reports Parental Contact</p>

SMART GOAL #1: Decrease the number of students reading below grade level by 10% in the 2018-19 school year.

(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>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction.</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>	All students with an emphasis on students reading below grade level	<p>Monitor, provide <u>feedback</u>, and support the implementation of:</p> <ul style="list-style-type: none"> ● Class size reduction teachers ● Professional development in keys to literacy-- main idea development, text structure, two column notes, top down content, summarization, question generation ● Monthly iStation data that is reflective of progress in text fluency and comprehension ● Collaborative planning among all ELA teachers once monthly through use of an activity bell schedule ● Collaborative planning between ELA and content area teachers that uses cross curricular consideration and systematic literacy strategies ● Cross curricular lessons with project basis between ELA and SS teachers that occur at least once monthly ● Literacy based instruction at least once weekly in the content area classrooms ● Approximately 20 minutes of independent content related reading in content area classes weekly within student lexile ranges (10% of <u>total</u> class time) <ul style="list-style-type: none"> ○ 50 L above, 100 L below target <p>Group students not meeting standards according to assessment results and assign them to instruction that occurs during school.</p> <ul style="list-style-type: none"> ● Implement RTI or classroom interventions with students who are at below reading level status ● Offer tutoring services to students reading below lexile according to GMAS and Aimsweb data at least three times weekly in ELA classrooms beginning in February and running through April 	Individual student progress, data forms, Collaborative planning documentation, professional learning activities and minutes	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> ● <u>Knowledge</u> of implementation status for actions, strategies, and interventions in reading. ● Clear guidance and implementation <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> ● An understanding of data and implement changes necessary to impact student learning ● Awareness and internalization of what <u>is expected</u> of collaborative planning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> ● An understanding of LEXILE scores and actions required for them to enhance their reading achievement ● Participation in keys to literacy best practice 	<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>Title I \$ Funding for reading resources if needed</p> <p>Funding for tutoring services</p> <p>ELA Teachers</p>

SMART GOAL #2: Decrease the percentage of referrals of the top 12% offenders from 66% of all referrals to 56% of all referrals.

(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>Family and Community Engagement 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>School Culture 4: Supports the personal growth and development of students</p> <p>Instruction Standard 7: 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>PBIS Team meets to implement and monitor a comprehensive student discipline plan</p> <ul style="list-style-type: none"> Consider ways to establish an inviting learning environment that welcomes and encourages families into the school Regular communication to families about behavior and the school expectations Ongoing adjustments made based on discipline data Recognition for positive student behavior <p>The school staff consistently provides a comprehensive system of support to promote positive student behavior</p> <ul style="list-style-type: none"> Teachers collaborate on desirable behaviors along with non-negotiable ones. Teachers teach behavior expectations that focus on social/emotional intelligence through schoolwide matrix-- taught at beginning and midpoint but modeled and reminded daily 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 Support staff such as 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"> Training for targeted behaviors with counselor Work study session that involves work detail during exploratory After school detention 	<p>Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level meeting agenda, Positive Behavior Report Card</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Monthly behavior reports to PBIS Team by grade level, teacher and student Implement incentives and rewards Communicate appropriate school behavior expectations with families <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Understanding of what the school policy is for student behavior Keep accurate incident reports Documenting regular communication with families when behavior is impacting learning Referrals to school counselor and administrators as necessary <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Knowledge of expectation of school behavior and the benefits of good behavior on academic performance 	<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>Title I \$</p> <p>Professional learning for teachers</p> <p>Incentives for students and families to decrease ODRs</p> <p>Behavior Tracking System</p> <p>Funding for manipulatives to assist with behavior strategies, cyber bullying and interventions, bullying prevention and intervention</p>

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) 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	2018-2019	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	2018-2019	Stipend to each mentor	TCBOE	TCBOE, Administration, Academic Coach	Mentor documentation of service, TKES documentation for new teacher
Literacy training from FDRESA to help all teachers with implementing strategies to help increase student achievement by increasing student reading levels	2018-2019	TCBOE; FDRESA	TCBOE; FDRESA; All teachers	FDRESA, Administrative observations	Teacher lesson plans, PLC agendas, TKES teacher documentations, student work samples
District Wide Writing Support Training is being held for ELA Teachers	2018-2019	TCBOE; FDRESA	TCBOE; ELA Teachers; Academic Coach	Administration, all teachers, Academic Coach	Lesson Plans; Walkthrough Observations
Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques & to enhance teacher instruction	2018-2019	iStation, iXL, IPass	TCBOE; Dr. Tabitha Smith, STMS Media Specialist; STMS Teachers	Administrative observations, Lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports
Increase use of technology in the classroom to enhance student achievement and student engagement	2018-2019	TCBOE	TCBOE; Dr. Tabitha Smith, STMS Media Specialist	Administrative observations, lesson plans; Academic Coach classroom visits	Lesson plans, PLC agendas, TKES teacher documentation, student work samples
Purchase of instructional supplies for student use and for student projects to include math manipulatives	2018-2019	TCBOE	TCBOE	Administrative observations, lesson plans, Academic Coach visit	Lesson plans, Student work samples (projects)
Supplemental Texts, Novels for the ELA classrooms	2018-2019	TCBOE	ELA Teachers; Academic Coach	Administration; ELA Teachers	Lesson plans, Student lexile reports

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District Unit Planning is held at the beginning of each nine weeks for creation of District wide common assessments and for revising previously taught units for next year	2018-2019	TCBOE	All Content Area Teachers; Academic Coach	Administration, all teachers, Academic Coach	Unit Planning Agendas & Minutes; Administration Walkthrough Observations; Lesson Plans; Student test results; District Curriculum Impact Checks
ELA PLC job embedded meeting is held at the beginning of each month for the last hour of the school day. Team analyzes data and vertically plans to address student instructional needs on an ongoing basis.	2018-2019	TCBOE	ELA Teachers Academic Coach	Administration, all teachers; Academic Coach	ELA PLC Agendas, Monthly Student iStation Data, Lesson Plans, Friday Literacy Hour Plans and Grouping, Student Work
Educational trainings in Differentiated Instruction and content areas to include cost of substitute, conference registration, and travel	2018-2019	TCBOE	TCBOE; Administration	Administrative observations for implementation, lesson plans	TKES teacher documentation, Student score reports for End of Grade
Educational field trips for students to supplement instructional standards to include cost of travel	2018-2019	TCBOE	TCBOE STMS Staff	Administration, all teachers, Academic Coach	Field Trip Request Forms, Standards, Learning Reflection
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	2018-2019	TCBOE; GADOE	TCBOE; Administration; PBIS team members	PBIS Team Members, Administration	PBIS monthly meeting agendas and minutes; Student Behavior reports
Response to Intervention monthly update & training	2018-2019	TCBOE	Teresa Thompson, STMS RtI Coordinator	Administration, all teachers	Grade Level Meeting Agenda and Minutes; Parent Meetings; Walkthrough observations
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	2018-2019	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
GACE test registration for teachers to receive “Highly Qualified” status; purchase study guides	2018-2019	TCBOE	TCBOE, Administration, Attendance of Teacher	Administrative approval, teacher placement	Teacher GACE report; certification report

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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	2018-2019	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
Student software aimed at improving language acquisition for ESOL students	2018-2019	English in a Flash, Rosetta Stone	TCBOE; Dr. Tabitha Smith, STMS Media Specialist; STMS Teachers	Administrative observations, lesson plans	Lesson plans, student usage reports, student diagnostic reports, student achievement reports pre and post
Gifted and ESOL endorsement for regular education teachers	2018-2019	TCBOE	TCBOE; Administration	TCBOE, administration	Endorsement credentialing; master schedule course offerings; teacher placement; student placement
ESOL teacher professional learning to include registration, travel reimbursement	2018-2019	TCBOE	TCBOE; Administration	TCBOE, administration	Redelivery to all instructional staff ; sign in sheets
WIDA training and instructional materials	2018-2019	TCBOE	Teresa Thompson, ESOL teacher	Dr. Jeannie Burkhalter, administration	ACCESS scores
Migrant Paraprofessional for assistance in reading & math via inclusion model once a week. Migrant summer school if funds permit.	2018-2019	TCBOE	Shamah Tahan	Administration, ELA and Math teachers	Timesheet, Priority for Service list, GMAS scores
Agendas & Handbooks, parent newsletters	2018-2019	TCBOE	TCBOE	Dr. Jeannie Burkhalter, administration	Perception/survey data on improvement in communication
Tutoring	February 2019 - April 2019	TCBOE	TCBOE	Administration, ELA teachers	GMAS scores
TCHS 9th Grade Preview Registration	February 2019	None	8th Grade Teachers, Academic Coach	Sign In sheet	Information packets to go home for parents and students to review

Division of School and District Effectiveness | School Improvement PLAN

Career Counseling - Requirements for Georgia Bridge Program; Georgia College and Information System GCIS Dual Credit Courses	March - May 2019	None	Counselor, students	Interest inventory; Cluster Survey; Research Careers & Student Led Conference with parents	Grade Level Reports; Career Clusters in individual portfolios
Upcoming 6th Graders Orientation and Tour	May 2019	None	Principal, Assistant Principal, Academic Coach, Counselor, 6th Grade Teachers, GES 5th Grade Students & Teachers	Climate survey, health survey	Parent Flyer, Newsletter

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 2018	Teacher Salary	Administration, Front Office Staff, 6 th 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 parental involvement	2018-2019	TCBOE – Salary	Tarsha Beal	Stakeholders Surveys	Job description, timesheets, list of activities
STMS Open House for 7th & 8th Grades	August 2018	Teacher Salary	All STMS Faculty	Parent Attendance Number	Sign-In Sheets
Parents for Lunch	September 2018 March 2019	Teacher Salary	Academic Coach; Administration	Parent Attendance	Sign-In Sheets
STEM Night & Writing Workshop	October 2018	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	2018-2019	TCBOE	Lynna Hilliard, TCBOE, Technology Coordinator; Amy Page, STMS Registrar	Interactive hits on website	Parent Registration; Interactive hits on website
STMS email blast via echalk	2018-2019	TCBOE	Dr. Tabitha Smith, STMS Media Specialist; All Faculty	Interactive hits on website	Class pages on website ; Teacher events calendar; School events calendar
STMS Monthly Parent Newsletter	2018-2019 Monthly	Teacher Salary; Paper- TCBOE	Christy Tatum, Academic Coach	Stakeholders Spring Survey	Newsletter

Parent/Teacher Meetings; 504 Meetings; SPED Meetings	2018-2019	Teacher Salary	<u>All Teachers</u> ; Sherri Anthony, GMS Counselor	Student Progress Reports	Agenda, Signed documentation of meeting, teacher notes, etc.
ESOL parent meetings- informational meeting <u>in an effort to</u> connect the parent to the school and school processes	January 2019	Teacher Salary	Teresa Thompson 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	2018-2019	Teacher Salary	Shamah Tahan	Spring Survey evaluation	Agenda, Sign-in sheets, minutes, parent handouts