

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

NAME OF SCHOOL/PRINCIPAL:

Glennville Middle School/Dr. Cindy Boyett

NAME OF DISTRICT/SUPERINTENDENT:

Tattnall County School System/Dr. Gina Williams

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)

Planning Committee Members

| Name | Position/Role | Signature |
|--------------------|---|-----------|
| Dr. Cindy Boyett | Principal | |
| Dr. Pamela Barnett | Assistance Principal | |
| Sherri Anthony | Counselor | |
| Candice Altman | 8 th Grade ELA Teacher/ELA Chair | |
| Keith DeLoach | 6 th Grade Social Studies Teacher/Social Studies Chair | |
| Karla Hendrix | 6 th Grade ELA Teacher/6 th Grade Chair | |
| Yvette Kennedy | Bookkeeper/Parent | |
| Mary Beth Pirie | 8 th Grade Math Teacher/Math Chair | |
| Kim Smith | 7 th Grade Science Teacher/Science Chair | |
| Christy Tatum | Academic Coach | |
| Teresa Thompson | Gifted Education/Computer Literacy | |
| Mary Wood | Special Education Teacher | |
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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 |
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| <p>ELA Decrease the number of students in the “Beginning Learner” Category on Georgia Milestones End of Grade Test</p> <p>6th Grade: 29% 7th Grade: 20% 8th Grade: 20%</p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>AIMSweb Data</p> <p>STAR Test Results</p> <p>Common Assessments</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: 56% 7th Grade: 52% 8th Grade: 47%</p> <p><u>Domain: Writing & Language</u> 6th Grade: 62% 7th Grade: 51% 8th Grade: 53%</p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>AIMSweb Data</p> <p>STAR Test Results</p> <p>Common Assessments</p> <p>Funding for unit novels for classroom instruction</p> <p>Funding for purchasing appropriate grade-level fiction and non-fiction books to promote student interest in reading</p> <p>Funding for academic coach to analyze and share data, provide professional development, share current updates for GA Milestones, assist as needed to help with classroom instruction</p> <p>Funding for manipulatives to assist with classroom instruction such as: DOK, vocabulary, best classroom practices, DI, multi-tiered strategies, formative assessment</p> | <p>All Teachers</p> | <p>EOG Individual Student Reports – Parent Copy</p> |

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| <p><u>ELA</u> Focus on increasing students LEXILE scores.</p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>AIMSweb Data</p> <p>STAR Test Results</p> <p>Common Assessments</p> | <p>All teachers</p> | <p>EOG Individual Student Reports – Parent Copy</p> |
| <p><u>ELA</u> Decrease percentage of students “Below Grade Level” in reading 6th Grade (Below 925L) 43% 7th Grade (Below 970L) 20% 8th Grade (Below 1010L) 23%</p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>AIMSweb Data</p> <p>STAR Test Results</p> <p>Common Assessments</p> | <p>All teachers</p> | <p>EOG Individual Student Reports – Parent Copy</p> |
| <p><u>Math</u> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Math domain</p> <p><u>Domain: Ratios and Proportional Relationships</u> 6th Grade 50% 7th Grade 36%</p> <p><u>Domain: The Number System</u> 6th Grade 46% 7th Grade 40%</p> <p><u>Domain: Expressions and Equations</u> 6th Grade 43% 7th Grade 40%</p> <p><u>Domain: Numbers, Expressions, and Equations</u> 8th Grade 40%</p> <p><u>Domain: Algebra and Functions</u> 8th Grade 34%</p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>Common Assessments</p> <p>AIMSweb data</p> <p>Purchase calculators for classroom use for all grade levels and GA Milestone use</p> <p>Funding for academic coach to analyze and share data, provide professional development, share current updates for GA Milestones, assist as needed to help with classroom instruction</p> <p>Funding for manipulatives to assist with classroom instruction such as: DOK, vocabulary, best classroom practices, DI, multi-tiered strategies, formative assessment</p> | <p>Math Teachers</p> | <p>EOG Individual Student Reports – Parent Copy</p> |

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| <p><u>Domain: Geometry</u> 6th Grade 48% 7th Grade 35% 8th Grade 44%</p> <p><u>Domain: Statistics and Probability</u> 6th Grade 53% 7th Grade 34% 8th Grade 33%</p> | | | |
| <p>Science Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Science domain</p> <p><u>6th Grade Domains:</u> Astronomy 44% Geology 46% Hydrology & Meteorology 42%</p> <p><u>7th Grade Domains:</u> Cells, Human Body, and Genetics: 44% Evolution 44% Interdependence of Life 44%</p> <p><u>8th Grade Domains:</u> Structure of Matter 66% Force and Motion 61% Energy and Its Transformation 58%</p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>Common Assessments</p> <p>Funding for academic coach to analyze and share data, provide professional development, share current updates for GA Milestones, assist as needed to help with classroom instruction</p> <p>Funding for manipulatives to assist with classroom instruction such as: DOK, vocabulary, best classroom practices, DI, multi-tiered strategies, formative assessment</p> | <p>Science Teachers</p> | <p>EOG Individual Student Reports – Parent Copy</p> |
| <p>Social Studies Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Social Studies domain</p> <p><u>Domain: Geography</u> 6th Grade 63% 7th Grade 46% 8th Grade 51%</p> <p><u>Domain: Government/Civics</u></p> | <p>Spring 2016 End of Grade (EOG) Georgia Milestones Assessment</p> <p>Common Assessments</p> <p>Funding for academic coach to analyze and share data, provide professional development, share current updates for GA Milestones, assist as needed to help with classroom instruction</p> | <p>Social Studies Teachers</p> | <p>EOG Individual Student Reports – Parent Copy</p> |

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| <p>6th Grade 55% 7th Grade 49% 8th Grade 56%</p> <p><u>Domain: Economics</u> 6th Grade 54% 7th Grade 55% 8th Grade 54%</p> <p><u>Domain: History</u> 6th Grade 66% 7th Grade 62% 8th Grade 67%</p> | <p>Funding for manipulatives to assist with classroom instruction such as: DOK, vocabulary, best classroom practices, DI, multi-tiered strategies, formative assessment</p> | | |
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SMART GOAL #1: Decrease the number of students reading below grade level by 10% in the 2016-17 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> | <p>All students with an emphasis on students reading below grade level</p> | <p>Make clear what is meant by high expectations for all students and teachers.</p> <ul style="list-style-type: none"> Lead faculty in the use of relevant reading data Use universal screeners and benchmark data to revise and inform instruction <p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> Collaborative planning that uses protocols and produces effective lesson plans Delivery of Georgia Standards of Excellence (GSE) Utilize assessment data to ensure teaching and learning aligns to the GSE. Utilize data notebooks and data talks to implement and monitor interventions <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"> Provide professional learning as needed to support programs and strategies utilized for extended learning and remediation Provide school-wide ongoing support for implementation of planning, teaching and assessment strategies to promote student achievement in reading | <p>Individual student progress, data forms, Collaborative planning documentation, professional learning activities and minutes</p> | <p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Knowledge 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 is expected 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 Close reading activities, AR and specifically designed vocabulary lessons | <p>Weekly Collaborative Planning by teachers to monitor program implementation and student performance</p> <p>Monthly data reports to Leadership Team concerning student progress</p> <p>Provide individual student performance data</p> <p>On-going professional learning for teachers in the area of effective reading strategies</p> | <p>Title I \$ Funding for instructional training</p> <p>Funding for purchasing appropriate grade-level fiction and non-fiction books to promote student interest in reading</p> <p>Funding for unit novels for classroom instruction</p> <p>Funding for academic coach to analyze and share data, provide professional development, share current updates for GA Milestones, assist as needed to help with classroom instruction</p> <p>FDRESA</p> <p>Accelerated Reader</p> <p>Aimsweb</p> <p>Student Incentives</p> |

SMART GOAL #2: Decrease number of students receiving Office Discipline Referrals (ODRs) by 8% in the 2016-2017 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>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>All students</p> <p>All teachers</p> <p>PBIS Team</p> | <p>PBIS Team develops 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 teach behavior expectations Teachers model behavior expectations Communication with home | <p>Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level meeting agenda</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 for improved school/student behavior <ul style="list-style-type: none"> 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 \$ PD for teachers</p> <p>Funding for academic coach to analyze and share data, provide professional development, share current updates for PBIS meetings, assist as needed to help with classroom management techniques</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 | 2016-2017 | Stipend to each 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 | 2016-2017 | Stipend to each mentor | TCBOE | TCBOE, Administration, Academic Coach | Mentor documentation of service, TKES documentation for new teacher |
| ESOL Review/Update to all faculty members in an effort to provide current instructional strategies with differentiation tips for ESOL students | 2016-2017 | Teacher Salary | Dr. Pamela MacSorley | Administrative observations, Lesson Plans, | Student testing data, Student classroom grades, Student ACCESS scores |
| Student software aimed at improving assessment strategies as well as assisting with remediation and acceleration techniques | 2016-2017 | iPass, English in a Flash, Study Island Rosetta Stone | TCBOE; Dr. Tabitha Smith, GMS Media Specialist; GMS Teachers | Administrative observations, Lesson plans | Lesson plans, student usage reports, student diagnostic reports, student achievement reports |
| Purchase of instructional supplies for student use and for student projects | 2016-2017 | TCBOE | TCBOE | Administrative observations, Lesson plans, Academic Coach visit | Lesson plans, Student work samples (projects) |
| Gifted and ESOL endorsement for regular education teachers | 2016-2017 | TCBOE | TCBOE; Administration | TCBOE; Administration | Endorsement credentialing; master schedule course offerings; teacher placement; student placement |
| Educational trainings in Differentiated Instruction and content areas to include cost of substitute, conference registration and travel | 2016-2017 | TCBOE | TCBOE; Administration | Administrative observations for implementation, Lesson plans | TKES teacher documentation, Student score reports for End of Grade |

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| GACE registration for teachers to receive “Highly Qualified” status | 2016-2017 | TCBOE | TCBOE, Administration, Attendance of Teacher | Administrative approval; teacher placement | Teacher GACE report; certification report |
| Increase use of technology in the classroom to enhance student achievement and student engagement | 2016-2017 | TCBOE | TCBOE; Dr. Tabitha Smith, GMS Media Specialist | Administrative observations, Lesson plans; Academic Coach classroom visits | Lesson plans, PLC agendas, TKES teacher documentation, student work samples |
| 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 | 2016-2017 | TCBOE; GLRS | TCBOE; GLRS; Administration; Academic Coach | Baseline review of co-teaching model, administrative observations, Lesson plans, | Teacher lesson plans, PLC agendas, TKES teacher documentations, students work samples, and student grades |
| 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 | 2016-2017 | TCBOE; GADOE | TCBOE; Administration; PBIS team members | PBIS Team Members, Administration | PBIS monthly meeting agendas and minutes; Student Behavior reports |
| LEXILE training from FDRESA to help all teachers with implementing strategies to help increase student achievement by increasing student reading levels | 2016-2017 | TCBOE; FDRESA | TCBOE; FDRESA; All teachers | FDRESA; Administrative observations; | Teacher lesson plans, PLC agendas, TKES teacher documentations, student work samples |
| Partnership with GLISI is being used to train teachers on Team Building, Data Analysis, creating SMART Goals, and Impact Checks, | 2016-2017 | TCBOE; GLISI | All Faculty; Yvonne Frey, GLISI Consultant | Administration; GLISI Consultant | PLC Agendas; School impact checks; Grade Level Meeting Agenda and Minutes |
| Vertical 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 | 2016-2017 | TCBOE | All Teachers; Academic Coach | Administration; All Teachers; Academic Coach | Unit Planning Agendas & Minutes; Administration Walkthrough Observations; Lesson Plans; Student test results |
| District wide GMAS Intervention Strategies Training is being held for ELA and Math Teachers | 2016-2017 | TCBOE; FDRESA | TCBOE; ELA Teachers; Academic Coach | Administration; All Teachers; Academic Coach | Lesson Plans; Walkthrough Observations |

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| Response to Intervention Strategy training for implementation of the Tier process | 2016-2017 | TCBOE | TC School Psychologist, Cari Crews; School Counselor, Sherri Anthony; All teachers | Administration; All teachers | Grade Level Meeting Agenda and Minutes; Parent Meetings; Walkthrough observations |
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Parent Engagement and Communication

| 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 4, 2016 | 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 activities | 2016-2017 school year | TCBOE – Salary | Tarsha Beal | Stakeholders Surveys | Job description, time sheets, list of activities |
| GMS Open House & PTO Meeting | August 4, 2016 October 18, 2016 January 10, 2017 March 21, 2017 | Teacher Salary | All GMS Faculty | Parent Attendance Number | Agenda, Sign-In Sheets PTO minutes |
| Parent Portal | 2016-2017 | TCBOE | Lynna Hilliard, TCBOE, Technology Coordinator; Amy Page, GMS Registrar | Interactive hits on website | Parent Registration; Interactive hits on website |
| GMS E-chalk website | 2016-2017 | TCBOE | Dr. Tabitha Smith, GMS Media Specialist; All Faculty | Interactive hits on website | Class pages on website; Teacher events calendar; School events calendar |
| School Marquee | 2016-2017 | GMS | Dr. Cindy Boyett, GMS Principal; Tommy Ray, TC Maintenance Person | | |
| GMS Monthly Parent Newsletter | 2016-2017 Monthly | Teacher Salary; Paper- TCBOE | Christy Tatum, Academic Coach | Stakeholders Spring Survey | Newsletter |
| Parent/Teacher Meetings; 504 Meetings; SPED Meetings | 2016-2017 | Teacher Salary | All Teachers; Sherri Anthony, GMS Counselor | Student Progress Reports | Agenda, Signed documentation of meeting, teacher notes, etc. |

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| ESOL parent meetings- informational meeting in an effort to connect the parent to the school and school processes | October 2016 | Teacher Salary | Dr. Pam MacSorley, GMS teacher & 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, | 2016-2017 | Teacher Salary | Luis Scott | Spring Survey evaluation | Agenda, Sign-in sheets, minutes, parent handouts |

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>