

# 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 <sup>th</sup> Grade ELA Teacher/ELA Chair	
Keith DeLoach	6 <sup>th</sup> Grade Social Studies Teacher/Social Studies Chair	
Karla Hendrix	6 <sup>th</sup> Grade ELA Teacher/6 <sup>th</sup> Grade Chair	
Yvette Kennedy	Bookkeeper/Parent	
Mary Beth Pirie	8 <sup>th</sup> Grade Math Teacher/Math Chair	
Kim Smith	7 <sup>th</sup> Grade Science Teacher/Science Chair	
Christy Tatum	Academic Coach	
Teresa Thompson	Gifted Education/Computer Literacy	
Mary Wood	Special Education 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: \_\_\_\_\_  
\_\_\_\_\_

### Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><b>ELA</b> Decrease the number of students in the “Beginning Learner” Category on Georgia Milestones End of Grade Test</p> <p>6<sup>th</sup> Grade: 29% 7<sup>th</sup> Grade: 20% 8<sup>th</sup> 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><b>ELA</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> 6<sup>th</sup> Grade: 56% 7<sup>th</sup> Grade: 52% 8<sup>th</sup> Grade: 47%</p> <p><u>Domain: Writing &amp; Language</u> 6<sup>th</sup> Grade: 62% 7<sup>th</sup> Grade: 51% 8<sup>th</sup> 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>

<p><b><u>ELA</u></b> 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><b><u>ELA</u></b> Decrease percentage of students “Below Grade Level” in reading 6<sup>th</sup> Grade (Below 925L) 43% 7<sup>th</sup> Grade (Below 970L) 20% 8<sup>th</sup> 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><b><u>Math</u></b> 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> 6<sup>th</sup> Grade 50% 7<sup>th</sup> Grade 36%</p> <p><u>Domain: The Number System</u> 6<sup>th</sup> Grade 46% 7<sup>th</sup> Grade 40%</p> <p><u>Domain: Expressions and Equations</u> 6<sup>th</sup> Grade 43% 7<sup>th</sup> Grade 40%</p> <p><u>Domain: Numbers, Expressions, and Equations</u> 8<sup>th</sup> Grade 40%</p> <p><u>Domain: Algebra and Functions</u> 8<sup>th</sup> 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>

<p><u>Domain: Geometry</u> 6<sup>th</sup> Grade 48% 7<sup>th</sup> Grade 35% 8<sup>th</sup> Grade 44%</p> <p><u>Domain: Statistics and Probability</u> 6<sup>th</sup> Grade 53% 7<sup>th</sup> Grade 34% 8<sup>th</sup> Grade 33%</p>			
<p><b>Science</b> Decrease the percentage of students that are in the “Remediate Learning for Mastery” Section per each Science domain</p> <p><u>6<sup>th</sup> Grade Domains:</u> Astronomy 44% Geology 46% Hydrology &amp; Meteorology 42%</p> <p><u>7<sup>th</sup> Grade Domains:</u> Cells, Human Body, and Genetics: 44% Evolution 44% Interdependence of Life 44%</p> <p><u>8<sup>th</sup> 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><b>Social Studies</b> 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> 6<sup>th</sup> Grade 63% 7<sup>th</sup> Grade 46% 8<sup>th</sup> 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>

<p>6<sup>th</sup> Grade 55%                  7<sup>th</sup> Grade 49%                  8<sup>th</sup> Grade 56%</p> <p><u>Domain: Economics</u>                  6<sup>th</sup> Grade 54%                  7<sup>th</sup> Grade 55%                  8<sup>th</sup> Grade 54%</p> <p><u>Domain: History</u>                  6<sup>th</sup> Grade 66%                  7<sup>th</sup> Grade 62%                  8<sup>th</sup> 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><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>Make clear what is meant by high expectations for all students and teachers.</b></p> <ul style="list-style-type: none"> <li>Lead faculty in the use of relevant reading data</li> <li>Use universal screeners and benchmark data to revise and inform instruction</li> </ul> <p><b>Monitor, provide feedback, and support the implementation of:</b></p> <ul style="list-style-type: none"> <li>Collaborative planning that uses protocols and produces effective lesson plans</li> <li>Delivery of Georgia Standards of Excellence (GSE)</li> <li>Utilize assessment data to ensure teaching and learning aligns to the GSE.</li> <li>Utilize data notebooks and data talks to implement and monitor interventions</li> </ul> <p><b>Group students not meeting standards according to assessment results and assign them to instruction that occurs during school.</b></p> <ul style="list-style-type: none"> <li>Provide professional learning as needed to support programs and strategies utilized for extended learning and remediation</li> <li>Provide school-wide ongoing support for implementation of planning, teaching and assessment strategies to promote student achievement in 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 is expected 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 Close reading activities, AR and specifically designed vocabulary lessons</li> </ul>	<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><b>Title I \$</b> 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><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>All students</p> <p>All teachers</p> <p>PBIS Team</p>	<p><b>PBIS Team develops a comprehensive student discipline plan</b></p> <ul style="list-style-type: none"> <li>Consider ways to establish an inviting learning environment that welcomes and encourages families into the school</li> <li>Regular communication to families about behavior and the school expectations</li> <li>Ongoing adjustments made based on discipline data</li> <li>Recognition for positive student behavior</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 teach behavior expectations</li> <li>Teachers model behavior expectations</li> <li>Communication with home</li> </ul>	<p>Monthly behavior reports by teacher and grade level; PBIS monthly review of student behavior; Grade level meeting agenda</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 for improved school/student behavior                             <ul style="list-style-type: none"> <li>Communicate appropriate school behavior expectations with families</li> </ul> </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 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> 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

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

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 <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 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.

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>