

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

<b>NAME OF SCHOOL/PRINCIPAL:</b> North Tattnall Middle School/Mr. Donny Sikes
<b>NAME OF DISTRICT/SUPERINTENDENT:</b> Tattnall County/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 *Jina Williams* Date 8/20/2020

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal *[Signature]* Date 8/1/2020

Title 1 Director *[Signature]* Date 8/17/2020  
 (Title 1 Schools only)

Planning Committee Members (SWP & 16)

Name	Position/Role	Signature
Donny Sikes	Principal	<i>[Signature]</i>
Roseann DeJarnette	Assistant Principal	<i>Roseann R DeJarnette</i>
Natalie Parker	Academic Coach	<i>Natalie Parker</i>
Pam Davis	Counselor	<i>Pam Davis</i>
Solita Hayes	Special Education Teacher	<i>Solita Hayes</i>
Marcy Stewart	Math Teacher	<i>Marcy Stewart</i>
Beth Kennedy	ELA Teacher	<i>Beth Kennedy</i>
Justin Ray	Science Teacher	<i>Justin Ray</i>
Jesse Clifton	Social Studies Teacher	<i>Jesse Clifton</i>
Steve Eubank	Exploratory Teacher	<i>Steve Eubank</i>
Tammy Edwards	Reading Specialist	<i>Tammy Edwards</i>
Patricia Archer	Paraprofessional	<i>Patricia Archer</i>
Marc Foster	Parent/Community Leader	<i>Marc Foster</i>



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<p>Math: Teachers will focus on the Achievement Level Descriptors when planning their instruction and assessments.</p>	<p>ALDs Assessments Lesson Plans IXL</p>	<p>Math teachers Academic Coach</p>	<p>Echalk-Parents can view their teacher's webpage in order to view the current activities of the class. IXL availability at home</p>
<p>PBIS-Discipline</p>	<p>Educator's Handbook PBIS lesson plans SSIP/CICO</p>	<p>PBIS Committee Administrators Academic Coach Teachers Parents Students</p>	<p>Newsletters Website Parent notification/contacts/conferences RCA House App Communication</p>
<p>Class Size Reduction for one on one instruction and Academic Coach</p>	<p>Stakeholder Survey GMAS iReady data RTI data</p>	<p>Administrators Academic Coach Teachers (3): grades 6 - 8 Support Staff Migrant paraprofessional</p>	<p>Individual Student Reports Website Newsletters School Council Social Media Leadership Team Academic Coach</p>
<p>RCA-House System/points/App.</p>	<p>Student health survey-school connectedness results</p>	<p>Teachers Administrators Support Sta</p>	<p>RCA House App. Communication Report Cards Website</p>

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

North Tattnall Middle School will decrease the percentage of students scoring in the Beginning Learner level in Reading by 10% in grades 6-8.

<p><b>Georgia School Performance Standard</b> (SWP 2, 7, 9, 10)</p>	<p><b>Student Group (All or Subgroup, Parents, Teachers)</b> (SWP 9)</p>	<p><b>Action /Strategies</b> Include descriptions of SWP 2, 7, 9, 10)</p>	<p><b>Evaluation of Implementation and Impact on Student Learning</b></p>	<p><b>Artifacts</b></p>	<p><b>Evidence</b></p>	<p><b>Monitoring Actions of Implementation</b></p>	<p><b>Estimated Cost, Funding Source, and/or Resources</b></p>
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<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 2:</b> Creates an academically challenging learning environment.</p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p>	<p>All</p>	<p>Decrease the percentage of students scoring significantly below grade level from 53% to 43% or less in 6<sup>th</sup> grade, from 56% to 46% or less in 7<sup>th</sup> grade, and from 42% to 32% or less in 8<sup>th</sup> grade.</p> <p>County level ELA teachers will meet every nine weeks to plan, adjust, and work together on assessments and instructional practices.</p> <p>Migrant para-professionals will provide support through the inclusion model for service of migrant students.</p> <p>Teachers will use the inclusion model to provide language support as the regular teacher provides the content.</p> <p>Teachers will use ACCESS test results to differentiate instruction and activities for ESOL students in the classroom. : ESOL inclusion classes</p> <p>SSIP--provide support for the targeted 50 high risk students; Check In-Check Out in place for these students each week</p> <p>Provide support to all students in order to promote reading and improve Lexile scores.</p> <p>Implement RTI or classroom interventions with students who are at "below reading level" status</p> <p>Use practices and assessments to guide, revise, and inform instruction.</p> <p>Lead teachers will support other ELA teachers with redelivery of professional learning and assist with curriculum and planning.</p> <p>Teachers will use higher order thinking skills and critical and creative thinking</p> <p>Use of evidence based teaching strategies, software, and educational programs</p> <p>Teachers will effectively use technology to provide real world application to enhance students' learning</p> <p>Academic Coach will provide additional support to students and personnel in order to support literacy across all subjects and provide resources/training/modeling for increased knowledge of literacy standards and how to effectively implement them.</p>	<p>Curriculum documents, pacing guides, student work, common assessments, assessment data, benchmarks, iReady data, Lexile scores, grade level meeting notes, leadership team meeting notes, PLC agendas, CCRPI report</p>	<p><b>School Leaders Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Guidance and implementation of collaborative planning, monitoring, and supporting teacher engagement</li> <li>Supervise and support with the meetings concerning the SMART goal</li> <li>Walkthroughs and observations</li> </ul> <p><b>Teachers Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Understanding of the types of assessments and results</li> <li>Implementation of new computer programs and writing techniques</li> </ul> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Participation in writing assessments as a method to develop writing and revision skills.</li> <li>Improved reading practices</li> </ul>	<p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level (Impact checks twice each nine week period)</p> <p>On-going professional learning for teachers in the implementation of writing content and increasing Lexile scores</p> <p>Lesson Plans</p> <p>Observations</p> <p>Monthly SSIP meetings</p>	<p>Funding for evidence based technology such as IXL and iReady, and USA Test Prep computer programs</p> <p>Funding for novels and Scholastic magazines</p> <p>Funding for supplemental texts</p> <p>PL for Writing Instruction and Addressing Reading Deficiencies</p> <p>Funding for tutors/after school program</p> <p>Funding for journals and other instructional supplies</p> <p>Funding for Reading/Writing Strategies Books for teachers</p> <p>Funding for Academic Coach position</p> <p>Funding for migrant para-professionals</p> <p>Funding for ESOL inclusion teacher</p> <p>Funding for updated and new novels in Media Center</p>
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Georgia School Performance Standard (SWP 2.7.9.10)	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2.7.9.10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		



**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

North Tattnall Middle School will increase the percentage of students scoring in the Distinguished Learner level by 10% in iReady for Math in grades 6-8.

<b>Georgia School Performance Standard</b> <small>(SWP 2.7.9.10)</small>	<b>Student Group</b> (All or Subgroup, Parents, Teachers) <small>(SWP 9)</small>	<b>Action /Strategies</b> <small>Include description of SWP 2.7.9.10</small>	<b>Evaluation of Implementation and Impact on Student Learning</b>		<b>Monitoring Actions of Implementation</b>	<b>Estimated Cost, Funding Source, and/or Resources</b>
			<b>Artifacts</b>	<b>Evidence</b>		
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<p><b>All</b></p>	<p>Increase the percentage of students scoring above grade level from 8% to 18% in 6<sup>th</sup> grade, 9% to 19% in 7<sup>th</sup> grade, and 20% to 30% in 8<sup>th</sup> grade.</p> <p>County level Math teachers will meet every nine weeks to plan, adjust, and work together on assessments and instructional practices. These curriculum documents are aligned with rigor.</p> <p>Migrant para-professionals will provide support through the inclusion model for service of migrant students.</p> <p>ESOL inclusion classes</p> <p>SSIP-provide support for the targeted 50 high risk students; Check In-Check Out in place for these students each week</p> <p>Utilization of assessment data to ensure teaching and learning aligns to GSE.</p> <p>Class size reduction teachers to promote more one on one and individualized instruction, DI, small group instruction, and flexible grouping</p> <p>Teachers will use practices and assessment data to guide, revise, and inform instruction; hold student conferences to discuss data and learning</p> <p>Teachers will teach advanced math classes to prepare them and the ability to receive college credits in eighth grade courses</p> <p>Teachers will use research based strategies; provide feedback; cooperative learning; and questioning techniques.</p> <p>Teachers will use problem based learning to solve problems.</p> <p>Use of evidence based teaching strategies, software, and educational programs</p> <p>Lead teachers will support other Math teachers with re-delivery of professional learning and assist with curriculum and planning.</p> <p>Teachers will effectively use technology to provide real world application to enhance students' learning</p> <p>Educational field trips to support learning objectives</p>	<p>Curriculum documents, pacing guides, student work, common assessments, iReady data to measure growth, benchmarks, grade level meeting notes, leadership team meeting notes, PLC agendas, Individual student progress, CCRPI report</p>	<p><b>School Leaders Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Knowledge of implementation of strategies and interventions in the area of mathematics</li> <li>Monitoring and supporting teacher engagement in the process</li> <li>Walkthroughs and observations</li> </ul> <p><b>Teachers Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Understanding of the results of data findings needed to impact student learning</li> <li>Understanding of the best practices for instruction</li> <li>Ability to plan hands-on, project based, and small group opportunities</li> </ul> <p><b>Students Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Participation in new computer programs to remediate or accelerate math skills</li> </ul>	<p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level.</p> <p>Weekly collaborative planning observations</p> <p>Monthly data reports concerning student progress</p> <p>Impact checks</p> <p>Lesson plans</p> <p>Observations</p>	<p>Funding for evidence based technology such as IXL, iReady, and USA Test Prep computer programs</p> <p>Funding for math teacher for class size reduction</p> <p>Funding for STEM program and resources</p> <p>Funding for math manipulatives like algorithms, calculators, visual aids, hands on materials, base ten blocks, measurement tools, geometry 3D shapes, GSE Coach workbooks, journals, Scholastic magazines, and other instructional supplies</p> <p>Funding for tutors/ after school program</p> <p>Funding for Academic Coach position</p> <p>Funding for migrant para-professionals</p> <p>Funding for ESOL inclusion teacher</p>
<p><b>Curriculum Standard 2:</b> Designs curriculum documents and aligns resources with the intended rigor of the required standards.</p> <p><b>Instruction Standard 4:</b> Uses research-based instructional practices that positively impact student learning.</p> <p><b>Assessment Standard 2:</b> Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p>					

**Professional Learning Plan to Support School Improvement Plan**  
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<b>Co-Teaching Parity Training</b>	2020-2021 SY	Funding for substitutes for teachers who attend	Academic Teachers SPED Teacher Academic Coach SPED Director	Observations/Walkthroughs Lesson plans Co-planning Monthly meetings/training	Lesson plans Walkthrough Data Meeting minutes
<b>Professional Development Courses</b>	2020-2021 SY	Funding for registration, mileage, and substitutes for teachers who attend	Teachers Academic Coach	Observations/Walkthroughs Lesson Plans Redelivery of course to other teachers	Lesson plans Observations TKES documentation
<b>Utilizing Math and ELA RESA Consultants</b>	2020-2021 SY	Funding for substitutes for teachers who attend	RESA Consultants ELA Teachers Math Teachers Academic Coach	Lesson Plans Observations	Student work samples Writing Assessment scores Lexile Scores
<b>PLC Meetings</b>	Monthly during 2020-2021 SY	No Cost	All Teachers Academic Coach Principal Assistant Principal	Observations	Lesson Plans Student work samples PLC Meeting Minutes

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<b>County-wide Unit Planning</b>	<b>2020-2021 SY</b>	<b>No Cost</b>	<b>All Teachers Academic Coach Curriculum Director</b>	<b>Meeting each 9 weeks with teachers across the county to plan, edit, and update unit resources</b>	<b>Curriculum Resources Sign-in sheets</b>
<b>PBIS Team</b>	<b>2020-2021 SY</b>	<b>No Cost</b>	<b>PBIS Team</b>	<b>Monthly Meetings to review behavior data Educator Handbook</b>	<b>Meeting Minutes Behavior data</b>
<b>RTI</b>	<b>Weekly meeting during 2020-2021 SY</b>	<b>Aimsweb computer program</b>	<b>RTI Team</b>	<b>Tier 1, 2, and 3 students</b>	<b>Student progress monitoring data Aimsweb data</b>
<b>New teacher mentors that assist throughout the year in an effort to promote teacher retention</b>	<b>2020-2021 SY</b>	<b>Stipend to each mentor-TCBOE</b>	<b>TCBOE Mentoring teachers</b>	<b>TCBOE Administration Academic Coach</b>	<b>Mentor documentation of service, TKES documentation for new teachers</b>
<b>New teacher orientation</b>	<b>2020-2021 SY</b>	<b>Stipend to each teacher-TCBOE</b>	<b>TCBOE</b>	<b>TCBOE Administration Academic Coach</b>	<b>New teacher orientation agendas, TKES documentation for new teachers</b>
<b>Student agendas, student handbooks, parent newsletters</b>	<b>2020-2021 SY</b>	<b>Funding for agendas</b>	<b>TCBOE</b>	<b>Teachers Administration</b>	<b>Agendas Test Scores Students' grades</b>
<b>Student software aimed at assisting with assessment, remediation, and acceleration, language acquisition</b>	<b>2020-2021 SY</b>	<b>iReady IXL AIMSWEB USA Test Prep Rosetta Stone English in a Flash</b>	<b>TCBOE Teachers Academic Coach</b>	<b>Walkthroughs and observations Lesson plans Academic Coach visits</b>	<b>Lesson plans Student program reports</b>
<b>Technology in the classrooms to enhance student engagement</b>	<b>2020-2021 SY</b>	<b>Chromebooks, carts, web cams, projectors, headphones</b>	<b>TCBOE Media Specialists</b>	<b>Administrative observations lesson plans Academic Coach visits</b>	<b>Lesson plans PLC agendas TKES teacher documentation</b>

						<i>Student products</i>
<i>ESOL and Gifted Endorsement for regular education teachers</i>	<i>2020-2021 SY</i>	<i>Funding for course costs</i>	<i>TCBOE Teachers</i>	<i>Lesson plans</i> <i>Observations</i>	<i>Endorsement credentialing, master schedule class offering, teacher placement, student placement</i>	
<i>ESOL Teacher PD – redelivery upon return to all instructional staff – use of WIDA standards to improve instruction</i>		<i>WIDA materials, ESOL teacher travel and registration</i>	<i>ESOL teachers</i>	<i>Sign in sheet, agenda, materials used for redelivery to all instructional staff</i>		
<i>Academic Coach</i>	<i>2020-2021 SY</i>	<i>Faculty contracted</i>	<i>Academic Coach</i>	<i>Administration</i> <i>Academic Coach</i> <i>Team minutes</i> <i>Professional Logs</i>	<i>Lesson Plans, Professional Logs, Unit meeting Agenda, Curriculum alignment (mapping), Formative Assessments, Student testing data, Student classroom grades</i>	
<i>GACE registration fees, study guides</i>	<i>2020-2021 SY</i>	<i>Registration fees</i> <i>Study materials</i>	<i>TCBOE Administration</i>	<i>Administrative approval and placement</i>	<i>Teacher score reports and certification documentation</i>	
<i>Instructional supplies, math manipulatives, supplemental texts</i>	<i>2020-2021 SY</i>	<i>TCBOE</i>	<i>Academic Coach</i> <i>Media Specialist</i>	<i>Administrative observations</i> <i>Lesson plans</i> <i>Academic Coach visits</i>	<i>Lesson plans</i> <i>Student projects</i>	

**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.

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Parent and Family Engagement	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Back to School Open House (6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades)	August 2020	None	Administration Teachers	Sign-in Sheets	Agenda/PPT Information packets
Class Pages and newsletters	August 2020-May 2021	None	Administration Media Specialist Teachers	Parent Survey	Newsletters Screenshots
Bi-Weekly progress reports	August 2020-May 2021	Paper	Administration Teachers	Progress reports	Progress reports Parent contact logs
Social Media—Remind App, School website, Facebook –	August 2020-May 2021	None	Administration Teachers Media Specialist	Parent Survey Site visits	Logs Screenshots
Annual Title I Meeting -	Fall 2020	None	Administration Teachers Tarsha Beal, Parent Engagement Coordinator	Parent Survey Sign-in sheets	Agenda Brochure
Parent/Teacher Conferences	August 2020-May 2021	None	Administrators Teachers	Meeting minutes Student progress reports	Parent logs
Grade Nights	August 2020-May 2021	None	Administration Teachers	Sign-in Sheets	Power Point
Parent Portal – school registrar will assist EL parents setting up	August 2020-May 2021	TCBOE	Gail Ray, Registrar Parents	Interactive hits on <u>website</u>	Parent registration Hits on website

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accounts at the ESOL parent night							
TCHS 9 <sup>th</sup> grade Registration Preview Night	April 2021	None	8 <sup>th</sup> grade teachers Administration Academic Coach	Sign-in Sheets	Information packets		
Middle School Transition Meeting at RES and CES	May 2021	None	Administration 5 <sup>th</sup> grade students	Student surveys Parent surveys	PPT Agenda School webpage		
Career Day	Spring 2021	None	Local partners/community leaders STC	Student surveys	Agenda Newsletters School webpage		
Career Counseling	May 2021	None	Counselor All students	Interest inventories/Career Inventories Survey results	Grade level reports Career clusters in individual portfolios		
Mental Health Counseling	August 2020-May 2021	TCBOE	Becky Anderson, <i>Family Connections Specialist</i> School Counselor Mental Health Counselor Students	School Counselor referral	Referral form Parent consent form		
Choose Love	August 2020-May 2021	None	Tina Debevec, Pam Davis PE Coaches Students	Lesson Plans Student surveys	Student lessons		



## Highly Qualified Staff

(SWP.3.5)

All courses are taught by highly qualified staff. Yes (Yes or no)  
If no, explain.

List efforts to recruit highly qualified teachers to your school.

New Teacher Academy and beginning teacher stipend for new teacher orientation  
Job Listings on Teach Georgia  
Job Listings in local newspapers  
Mentor Teacher Program and stipends for assistance during the year to new teachers (RMS has three new teachers assigned to mentors.)  
GACE Tests and Study Guides, Title IIA

**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%20Forward%20Professional%20Plan%20Template.pdf>

**System for Effective School Instruction:** <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/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>