



School Improvement Plan 2020 - 2021



**Worth County
Worth County Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Worth County
School Name	Worth County Middle School
Team Lead	Tiffany Sevier

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To meet or exceed content area mastery targets.
Root Cause # 1	Lack of data analysis and strategic planning for engaging and rigorous instruction. Rigor must include performance based work and assessments at higher DOK levels. There should be a "know" and a "do."
Goal	To meet or exceed content area performance mastery targets by 3%.

Action Step # 1

Action Step	Salaries of interventionists and School Improvement Specialists will be paid to assist teachers schoolwide and provide interventions for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Math and Reading Inventory data will be reviewed quarterly to adjust classroom interventions. Reading Inventory data will be reviewed in August and December to adjust Reading and Math Connections rosters.
Position/Role Responsible	Administrators/School Improvement Specialist/Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers (6-8) will develop a schedule for students to complete the weekly vocabulary lessons.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Tier 2 Interdisciplinary vocabulary lessons will be posted in Google Classroom and emailed by SIS weekly for teachers to use with students.
Position/Role Responsible	Administrators, School Improvement Specialist, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Science and Social Studies teachers will use more nonfiction resources to increase rigor.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Classroom observations and lesson plans will reflect the use of more nonfiction resources in science and social studies classes.
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	All teachers will require students to write text-based responses to questions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson plans and assessments will be reviewed. Classroom observations will show an increase use of text based responses to questions.
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	ELA teachers will work with a RESA Consultant and SIS to develop lesson plans and activities to increase rigor in the classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data will be reviewed in RTI/Data Team Meetings to monitor for effectiveness. Classroom observations and lesson plans
Position/Role Responsible	SIS, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Math teachers will work with a RESA Consultant to develop lesson plans and activities to increase rigor in the classroom.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data will be reviewed in RTI/Data Team Meetings to monitor for effectiveness. Classroom observations and lesson plans
Position/Role Responsible	SIS, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	New Teacher Induction Meetings will help teachers learn the policies and procedures of our district and school.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Subgroups	N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, sign in sheets, observations
Position/Role Responsible	Induction teacher/mentor teacher coordinator and teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Teachers will follow the Collaborative Planning Framework- 45 day plans will be made in all content areas
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning, sign in sheets, achievement data, meetings, observations, lesson plans
Position/Role Responsible	SIS, Lead Teachers, Teachers, Admin
Timeline for Implementation	Quarterly

Action Step # 8

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To meet or exceed grad rate target.
Root Cause # 1	Identify at risk students early and start interventions and MTSS process.
Goal	Increase the graduation rate by 3%

Action Step # 1

Action Step	Teachers will participate in professional learning communities to continuously discuss best practices for teaching middle school students.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observations and lesson plans will reflect the teaching and learning of best practices.
Position/Role Responsible	Admin/SIS/teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	As part of the PBIS implementation this year, teachers will teach positive behavior expectations.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Agendas/Sign in sheets from trainings, Classroom Observations, Discipline Data
Position/Role Responsible	PBIS team/ students
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implement a more effective transition program from 8th to 9th grade (middle to high school).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Meeting agendas, mentor/mentee data, feedback from high school teachers
Position/Role Responsible	Counselors/Mentors/Admin
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Analyze and discuss district and state graduation and drop-out rate with PreK-12 teachers and administrators.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas and sign in sheets
Position/Role Responsible	Principals
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	The Parent Engagement Coordinator will meet with parents virtually throughout the school year to share best practices for successful students. Quartely school newsletters will also be sent home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Newsletters, meeting agendas/signins
Position/Role Responsible	Family Engagement Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Purchase instructional software programs for personalized learning. Provide additional instructional supports for students identified as struggling learners.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	student data, program data
Position/Role Responsible	Intervention teachers, teaches, SIS, Admin, RTI coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were the Worth County Middle School Design Team, faculty and staff, and the Academic Leadership Team. The Design Team consists of the principal, two assistant principals, school improvement specialist, school counselors, parent engagement coordinator, special education department chair, and the media specialist. The ways they were involved include development of initial goals, sharing and implementing of ideas to carry out plans to achieve goals, monitoring of the schoolwide policies and procedures to analyze achievement of the goals, as well as revising and editing the School Improvement/Schoolwide Plan. The team is tasked with analyzing current achievement data and discipline data to identify needed improvements. WCMS students, staff, and stakeholders are asked to participate in a needs assessment survey which gathers data from teachers, students, and parents to determine perceived areas of improvement. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by having the parents review the plan. Once the final revisions are made, the School Improvement/School Wide Plan will be available in the front office. Copies of the SIP/SWP will be given out at Parent-Teacher Organization meetings, Open Houses, and upon request. We have developed, and will revise twice yearly, our SIP/SWP with the participation of individuals (staff and parents).</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers at WCMS are qualified. Staff members are encouraged to attend college classes, professional conferences/workshops, and professional learning classes offered through the school and school system. As changes in personnel occur, new staff members receive the training necessary to ensure teaching standards are met. New teachers are assigned mentor teachers to help with acclimation to middle school culture, needs, and requirements. Teachers with less than four years of experience receive an additional formal observation with timely feedback on classroom performance.</p>

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are to monitor the students on an on-going basis. Progress monitoring through grade level benchmark assessments and formative assessments. Instructional groups within the classroom change as students' needs change and allow each student to progress at a maximum rate. Teachers at WCMS play a critical role in the decisions about student assessments and student learning. They meet collaboratively to review student assessment data, identify students who are not making progress, and determine the best interventions for each student. Forty minutes are set aside each school day for remediation and acceleration. Frequent reinforcement, retesting, and reteaching of identified needs are conducted throughout the year. Students who are not meeting benchmark grade level assessments and are therefore at risk of retention, receive additional time in the core-content area during ELT. WCMS teachers utilize benchmarks, progress monitoring, performance tasks, and teacher made assessments to ensure individual achievement. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are interventions in basic reading and math skills, remedial connections courses, Extended Learning Time (ELT) and Rampup sessions on the grade level halls. Resources used at WCMS include textbooks, math unit books, Chromebooks, intervention programs, USA TestPrep, PALS, Google classroom, and Performance Matters. WCMS also implements the Reading Inventory and Math Inventory 3 times a year. Students are organized into advisor groups, formerly known as homerooms. Each week, the advisor (teacher) presents a lesson on character education or college and career awareness/preparation. The lessons are chosen by WCMS Guidance Counselors according to the state and local requirements. In addition to the classroom lessons presented by the teacher, the guidance counselors also visit classrooms for lessons on bullying. WCMS Guidance Counselors work with students individually to discover root causes of the problems they are facing. WCMS Guidance Counselors also help organize a career day with WCHS to introduce WCMS students to the career, club and pathway options at WCHS.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale</p>	<p>Even though WCMS is a Title I Schoolwide School, these are the ways that we include teachers in decisions regarding use of academic assessments are shared decision making through grade level and content leadership teams, disaggregation of student data, including achievement and school profile data, professional learning meetings, identification of individual, class and grade level strengths and weaknesses, and modification of instruction as determined by the Pyramid of Intervention. Teachers are also involved in the Individualized Education Plans and 504 plans for students enrolled in their classes. Data will be analyzed for strengths and weaknesses. WCMS uses all these components to improve the academic performance of students and strengthen instruction for students in all levels.</p>
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<p>(point system) that uses the objective criteria to rank all students.</p>	<p>The population of at-risk children is served through several programs. Title I has historically served and these funds continue to be used for those children who are below expected achievement levels. Title III funds and local funds are used to purchase instructional materials to work with English Learners at WCMS. Title II funds are used to provide professional development to our teachers and administrators on progress monitoring tools, Response to Intervention, standards-based classrooms, and instructional technology. Title I and II is also used to pay the salaries and benefits of several support positions: Parent Engagement Coordinator, Reading Interventionist and the School Improvement Specialist. WCMS assesses students' needs to determine class size reduction needs and assesses teacher qualifications to determine professional development needs. Student test results are used to determine weaknesses in curriculum and strategies that can, in turn, identify teacher training needs. All decisions on funding are driven by the school improvement goals</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Worth County School District values the importance of creating a smooth transition from students as they depart from elementary school and enter middle school. WCMS and WCES work cooperatively together to create transition programs to meet needs of students. Each spring, fifth grade students are bused during normal school hours to WCMS for the "Smooth Moves" program and tour. This coincides with The Sixceed Program also held in the spring. This is an evening event offering a middle school orientation for rising fifth graders and their families. During preplanning, WCMS has an Open House to welcome all students and their families to our school and provide opportunities to meet teachers and staff.</p> <p>Worth County Middle 8th graders attend a registration session at Worth High School during the spring of the year. They tour the school, ask questions, and meet with a counselor to discuss their schedule for the upcoming year. Parents are invited to attend an informational session in the spring to learn about graduation credits, classes, and other pertinent issues related to students in their 9th grade year. In addition, 8th grade students will participate in a gown celebration for the graduating seniors. The graduating seniors will tour the schools dressed in their graduating gowns and end with an assembly with the eighth grade students.</p> <p>In addition to the previous mentioned activities, Georgia Futures activities for the students started at Worth County Elementary and continuing through the Worth County Middle and Worth County High help our students to focus on their futures through career interest inventories and Individualized Graduation Plans.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>To reduce the overuse of discipline practices that remove students from the classroom, we have adopted the following practices: - The implementation of PBIS by all faculty and staff. - Team discipline notebooks/classroom referrals - marks are accrued before lunch detention, contact with parents, etc. take place. - Several steps at the classroom and team level must occur before a discipline referral will be processed by an administrator. Exceptions to this rule are major infractions. - A reflective room has been established to allow students a place to reflect momentarily (possible one class period) on their behaviors before continuing the school day. - When a special education student is referred to an administrator, that student's special education case worker/teacher is a part of the process of assigning discipline.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>For the EL students at WCMS, a ESOL teacher will provide daily assistance to them for at least 30 minutes. She will work with the lesson plans and basic academic needs of the students to help them be successful. A language acquisition program will also be purchased using Title I funds to assist the students with learning the English language.</p>
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