



## School Improvement Plan/Title I Schoolwide Plan 2017-2018



### Byron Middle School

**SCHOOL IMPROVEMENT PLAN**

**2017-2018**

**Georgia Department of Education**  
School Improvement Plan/Title I Schoolwide Plan

#### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	PEACH COUNTY SCHOOL DISTRICT
<i>School Name</i>	Byron Middle School
<i>Team Lead</i>	Jeffrey Bell
<i>Position</i>	Principal
<i>Email</i>	jbelle@peachschools.org

**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) – Pilot systems <b>ONLY</b>
<input type="checkbox"/>	“Fund 400” – Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty  
(Select ALL that apply)**

<input type="checkbox"/>	Free/Reduced meal applications
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) – Direct Certification <b>ONLY</b>
<input type="checkbox"/>	Other (if selected, please describe below)

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School Improvement Plan/Title I Schoolwide Plan**

**Planning Committee Members:**

NAME	POSITION/ROLE
Jeff Bell	Principal
Vosalowe Cammack	Assistant Principal
Irene Green	7 <sup>th</sup> Grade Science/Teacher Leader
Carissa Hatton	Gifted Social Studies
Tetse Hooten	6 <sup>th</sup> Grade Math
Will Warnock	Special Education Teacher
Kristi Ross	Gifted ELA Teacher
Tameka Taylor	Instructional Facilitator, Math & Sci.
Shaniqua Caldwell	Instructional Facilitator, ELA & S.S.
Melissa Alden	Family Engagement Coordinator
Pamela Harbage	School Counselor
Miranda Walker	Parent
Leigh Giles	Grandparent

# School Improvement Structures

## **Coherent Instructional System**

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

## **Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the school and its resources
- EL-5 Driving improvement efforts

## **Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

## **Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

## **Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

## Board Goals

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All students will graduate from high school, college and career ready.
3. All students will be taught by highly effective teachers.
4. Operations will enhance learning environments that are healthy, safe, orderly, and conducive to learning.

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
<b>GOAL:</b>	Byron Middle School will increase the retention rate of effective teachers at each school to 90% or higher as measured by PSC retention data.					
<b>Structure(s):</b> <i>System-Standard Number</i>	PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-3,FCE-3, PC-2, PC-3, PC-4, SLE-2 <b>Board Goals : 1,2,3</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resources	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring		Status	Next Steps
1. Ensure that teachers with 1-3 years of teaching experience have mentors and induction support.	Mentor selection criteria Mentor training support Mentor logs Stipends for mentors Funds for school level incentives	Title IIA General Budget School Budget	a. July 24, 2017	Principals, Assistant Superintendent of Curriculum and Instruction/Title IIA Coordinator, Instructional Facilitators	Choose an item.	Next Steps
			b. Mentor Meeting Agendas/Minutes Monitoring of Submitted Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored			
2. Provide a teacher retention incentive and recognition opportunities for highly effective teachers.	Funding for Incentives for recognitions (TOTY, Employee of the Month & Teacher Recognitions) Retention incentive guidelines Retention incentives Community partners Retention stipends	Title IIA General Budget School Level Budget	a. July 2017	Administrators Title IIA Coordinator	Choose an item.	Next Steps
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data			
3. Provide strategies and training for teachers to be able to meet the learning needs of students who come from high poverty, minority students, students with disability, ESOL students, and student who have other diverse needs.	Funding for PL opportunities Analyzed data from the subgroups showing needs Analysis of teacher needs	Title IIA Professional Learning Budget General Budget Title I Title III/ESOL STEM AP Grant SPED Budget	a. July 2017	Professional Learning Coordinator Administrators Instructional facilitators,	Choose an item.	Next Steps
			b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback			

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions					
<b>GOAL:</b>		Byron Middle will provide monthly professional learning opportunities that are <i>sustained, collaborative, job-embedded, data-driven, and classroom-focused to increase teacher knowledge and student achievement as measured by growth measure data.</i>					
<b>Structure(s):</b> <i>System-Standard Number</i>		PC-2, PC-3, PC-4, CIS-2, EL-2, EL-3, EL-5, SLE-3, FCE-3 <b>Board Goals: 1, 2, 3</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.							
Action Steps	Resources	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			Status	Next Steps
1. Teachers will participate in monthly professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, and addressing the needs of students.	Funding Supplies for PL People to facilitate the PL Books	Title IIA Professional Learning Budget General Budget Title I Title III/ESOL STEM AP Grant SPED Budget	a. Monthly beginning August 2017		Instructional Facilitators, Teacher Leaders, Professional Learning Coordinator, Teachers, Administrators	Status Choose an item.	Next Steps
			b. Professional learning planning forms, evaluation of PL forms, evaluation summaries from TLE dashboard				
2. Each teacher/support staff will develop and implement a professional learning goal to improve content and pedagogy	Guidelines for developing goals  Instructional Support to develop goals	Title IIA Professional Learning Budget General Budget Title I Title III/ESOL STEM AP Grant SPED Budget	a. September 2017		Administrators Instructional Facilitators, Professional Learning Coordinators, Teachers	Status Choose an item.	Next Steps
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored on the TLE Platform End of Year TLE Signoff Data to measure goal attainment				
3. Provide Annual training on CCRPI Updates and Indicators at each level	Technology Handouts	Professional Learning Budget General Budget RESA	a. July 2017		Principal Assistant Superintendent of Curriculum and Instruction	Status Choose an item.	Next Steps
			b. Agenda and Meeting Minutes				
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?							
<b>Economically Disadvantaged</b>				<b>Foster and Homeless</b>			
<b>English Learners</b>				<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>				<b>Students with Disabilities</b>			

<b>OVERARCHING NEEDS:</b>		Increase Student Achievement					
<b>GOAL:</b>		Increase the number of students scoring at the proficient level by an average of 2% on the Georgia Milestones tests by implementing strategies to improve reading comprehension and writing skills.					
<b>Structure(s):</b> <i>System-Standard Number</i>		CIS-1, CIS-2, CIS-3, CIS-4, EL-3, EL-5, PC-2, PC-4,SLE-2 <b>Board Goals:1, 2, 3, 4</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.							
Action Steps	Resources	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			Status	Next Steps
1. Implement Professional Learning Communities (PLCs) that will focus on development and implementation of effective strategies to improve student achievement.	Researched based resources Technology PLC Leaders Books	Title I Title IIA Professional Learning Budget School Budget	a. August, 2017 through May 2018		School Administrators Department Chairs & PLC Leaders, Instructional Facilitators	Status Choose an item.	Next Steps
			b. Achievement Data (ie.) Write Score Data; USA TestPrep data; Teacher Data Binders; GRASP Data; STAR Test Report; Milestones Data; PLC Agendas and Minutes				
2. Participate in writing PL and implement “writing across the curriculum” in all content areas. (Professional development related to effective teaching of writing including writing workshop, writing assessment, scoring writing assessments, and differentiation of instruction based on scored writing assessments.)	Chromebooks Professional Development (writing) Technology (Write Score, USA TestPrep, GO Math)	Title I Title IIA School Budget	a. August, 2017 through May 2018		School Administrators All content teachers, Instructional Facilitators	Status Choose an item.	Next Steps
			b. Teacher Data Binders; Classroom observations; Individual PL logs; PLC meeting minutes				
3. Implement a “writing boot camp” for intense instruction during Increased Learning Time (ILT).	Instructional Resources Boot Camp Plan ELA Teacher Instructional Facilitator	Title I School Budget	a. February 26, 2018 through March 26, 2018		School Administrators ELA teachers ELA Instructional Facilitator	Status Choose an item.	Next Steps
			b. Writing samples; classroom observations; ELA PLC minutes				
4. Implement <i>Readworks</i> in the classroom (Reading)	Readworks	N/A	a. Weekly, beginning in August, 2017 through May 2018 during Increased Learning Time (ILT)		Connections & Content teachers/Develop lessons and monitor progress, Instructional Facilitators	Status Choose an item.	Next Steps
			b. Student grades on <i>Readworks</i> assignments; teacher feedback; Observations				

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	Small group instruction with a special education teacher or academic para-professional during extended learning time; after school tutoring when requested.

<b>OVERARCHING NEEDS:</b>	Increase Student Achievement					
<b>GOAL:</b>	Effectively differentiate instruction to improve and meet the needs of all students					
<b>Structure(s):</b> <small>System-Standard Number</small>	CIS-1, CIS-2, CIS-3, CIS-4, EL-3, EL-5, PC-2, PC-4,SLE-2 <b>Board Goals:1, 2, 3, 4</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resources	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring		Status	Next Steps
1. Train teachers/instructional staff on analysis and use of data to meet student needs (i.e. datalink, Write Score, STAR; local assessments and forms)	Technology Binders PL Books	Title I Title IIA Professional Learning Budget School Budget	a. August 2017 – May 2018	School administrators Teachers	Choose an item.	Next Steps
			b. Data meetings minutes and agendas; data binders; data room			
2. Implement research/evidence based strategies. <ul style="list-style-type: none"> <li>Increased Learning Time (ILT)</li> <li>Differentiated Instruction</li> </ul>	Technology DI Flip Chart Instructional Resources	Title I Title IIA Professional Learning Budget School Budget	a. August 2017 – May 2018	Teachers, Instructional Facilitators, academic para-professionals	Choose an item.	Next Steps
			b. Lesson plans; classroom observations			
3. Train and Implement current Georgia standards	Georgia Standards Instructional Resources	Title I Title IIA Professional Learning Budget School Budget	a. August 2017 – May 2018	Administrators, Teachers, Teacher Leader, Instructional Facilitators	Choose an item.	Next Steps
			b. Lesson plans; classroom observations; Individual PL activity logs; monitoring use of purchased resources			

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Teachers will differentiate learning for all students (including lowest performing students: ELL, SWD and ED) and provide opportunities for students to practice reading skills using grade level text by incorporating small group instruction into the 80 minute instruction period as well as the 30 minute Increased Learning Time (ILT) period.	
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>