



School Improvement Plan/Title I Schoolwide Plan 2020 - 2021



Byron Middle School

SCHOOL IMPROVEMENT PLAN

2020-2021

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>	jbell@peachschoools.org
<i>Phone</i>	478-825-9660

**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 ONLY
<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 ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

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

Planning Committee Members:

NAME	POSITION/ROLE
Jeff Bell	Principal
Vosalowe Cammack	Assistant Principal
Jennifer Phillips	8th Grade Social Studies/Teacher Leader
Carissa Dorsey	Gifted Social Studies
Timothy Kilgore	7th Grade Math Teacher
Kristen Wang	Special Education Teacher
Paula Wood	Family Engagement Coordinator
Charles Massey	Parent/LSGT Member
Patricia Hodges	Parent/LSGT Member

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.

OVERARCHING NEEDS:		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
GOAL:	Byron Middle School will increase the retention rate of effective teachers at each school to 90% or higher as measured by PSC retention data.					
Structure(s): <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 Board Goals : 1,2,3					
Evidence-based Action Steps: 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			
1. Ensure that teachers with 0-3 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. August, 2020	Principals, Assistant Superintendent of Curriculum and Instruction/Title IIA Coordinator, Instructional Facilitators	Status Progressing at Expected Rate	Review mentoring practices and implementation through classroom observations.
			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	Title IIA General Budget School Level Budget	a. August, 2020	Administrators Title IIA Coordinator	Status Progressing at Expected Rate	Analyze effectiveness and make adjustments for next year.
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data			
			b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback			

OVERARCHING NEEDS:		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
GOAL:	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>					
Structure(s):	PC-2, PC-3, PC-4, CIS-2, EL-2, EL-3, EL-5, SLE-3, FCE-3					
<i>System-Standard Number</i>	Board Goals: 1, 2, 3					
Evidence-based Action Steps: 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			
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 2020	Instructional Facilitators, Teacher Leaders, Professional Learning Coordinator, Teachers, Administrators	Status Progressing at Expected Rate	Monitor for implementation of shared practices and pedagogical information in the classroom
			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 2020	Administrators Instructional Facilitators, Professional Learning Coordinators, Teachers	Status Progressing at Expected Rate	Monitor progress on mastery of goal
			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. October-November 2020	Principal Assistant Superintendent of Curriculum and Instruction	Status Not Started	
			b. Agenda and Meeting Minutes			
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged			Foster and Homeless			
English Learners			Migrant			
Race/Ethnicity/Minority			Students with Disabilities			

OVERARCHING NEEDS:		Increase Student Achievement					
GOAL:		Increase the number of students scoring at the proficient level by an average of 3% on the Georgia Milestones tests by implementing strategies to improve reading comprehension and writing skills.					
Structure(s): <i>System-Standard Number</i>		CIS-1, CIS-2, CIS-3, CIS-4, EL-3, EL-5, PC-2, PC-4,SLE-2 Board Goals:1, 2, 3, 4					
Evidence-based Action Steps: 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	Monitor for implementation of shared practices and pedagogical information in the classroom	
a. Content teachers will participate in Professional Learning Communities (PLCs) that will focus on implementation of effective strategies to improve student achievement <ul style="list-style-type: none"> Differentiated Instruction Technology integration 	Researched based resources Technology PLC Leaders Books DI Flip Chart	Title I Title IIA Professional Learning Budget School Budget	a. August, 2020 through May 2021	School Administrators Department Chairs & PLC Leaders, Instructional Facilitators	Progressing at Expected Rate	Monitor for implementation of shared practices and pedagogical information in the classroom	
			Achievement Data; PLC Agendas and Minutes; Lesson Plans, classroom observations				
b. Implement literacy/reading activities in all content areas.	Readworks, Chromebooks, Write Score, USA TestPrep, Freckle, Model Schools Conference	N/A	a. August, 2020 through May 2021	School Administrators All content teachers, Instructional Facilitators	Progressing at Expected Rate	Review data from classrooms that have implemented activities	
			Student grades on assignments; teacher feedback; Observations; Teacher Data Binders, data from Freckle, student work samples				
c. Implement Saturday remediation program called Destination Success.	All content teachers	Title I	a. October 2020 – March 2021 every Saturday. b. Tutoring will last from 9-12	School Administrators	Not Progressing at Expected Rate	Continue to publicize the availability of the program	
			Student grade reports; teacher feedback; improved milestone results.				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?							
Economically Disadvantaged			Foster and Homeless				
English Learners			Migrant				
Race/Ethnicity/Minority			Students with Disabilities				

	Small group instruction with a special education teacher or academic para-professional during extended learning time; after school tutoring when requested.
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OVERARCHING NEEDS:		Increase Student Achievement					
GOAL:	Effectively differentiate instruction to improve and meet the needs of all students						
Structure(s): <i>System-Standard Number</i>	CIS-1, CIS-2, CIS-3, CIS-4, EL-3, EL-5, PC-2, PC-4,SLE-2 Board Goals:1, 2, 3, 4						
Evidence-based Action Steps: 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.	Technology Binders PL Books Freckle USA TestPrep, Model Schools Conference	Title I Title IIA Professional Learning Budget School Budget	a. August 2020 – May 2021	School administrators Teachers	Progressing at Expected Rate	Continue to monitor data usage for instructional practices and increased student achievement.	
			b. Data meetings minutes and agendas; data binders; data room, Freckle data				
			a. Lesson plans; classroom observations				
			a. Lesson plans, classroom observations, TKES Evaluations, Data from Freckle and USA TestPrep, report cards, Georgia Milestone data				
2. Provide strategies and training for teachers to be able to meet the learning needs of all students	Funding for PL opportunities Analyzed data from the subgroups showing needs Analysis of teacher needs, Model Schools Conference	Title IIA Professional Learning Budget General Budget Title I Title III/ESOL Title IV-A SPED Budget	a. August 2020	Professional Learning Coordinator Administrators Instructional facilitators,	Progressing at Expected Rate	Next Steps Continue to review PL forms and teacher activities and provide school PL opportunities.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?							
Economically Disadvantaged			Foster and Homeless				
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.							

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities