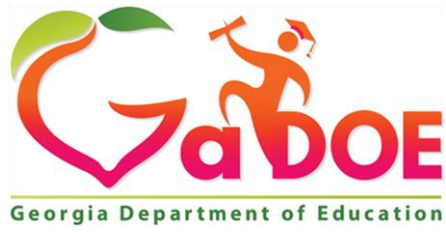


Revised 7-27-18

Revised 2-11-19

Revised 6-4-19



School Improvement Plan/Title I Schoolwide Plan 2017-2018



Fort Valley Middle School

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>	Fort Valley Middle School
<i>Team Lead</i>	Ms. Damika L. Glover
<i>Position</i>	Principal
<i>Email</i>	dglover@peachschools.org
<i>Phone</i>	(478) 825-2413 Ext. 1306

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
Dr. Wanda Stewart	Assistant Superintendent of Curriculum and Instruction
Mallerina Marshall	District Title One Coordinator
Dyan Evatt	District Director of Student Services
Damika Glover	Principal
Denise Williams	Instructional Facilitator ELA
Tamika Taylor	Instructional Facilitator Math/Science
Janet Clark	Assistant Principal
Lakeita McLaughlin	Student Service Teacher
Ethel Dawson	6 th Grade Math Teacher
Vanessa Harvey	6 th Grade Social Studies Teacher
Beverly Smith	Counselor
Dr. Marsha Hogan	Advanced Content Science Teacher 6-8 th
Michael Lucas	Advanced Content ELA Teacher 6-8 th
Sarina Gergely	ESOL Teacher

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:1	Fort Valley Middle School will increase the retention rate of effective teachers to 85% 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	Resource(s)	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 agreements/logs Mentors Data	Title IIA School Budget	a. July 24, 2017	Administrators Mentors Lead Teacher Instructional Facilitators	Status Progressing at Expected Rate	Next Steps	
			b. Mentor Meeting Agendas/Minutes Monitoring of Submitted Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored, TKES Data				
2. Provide a teacher retention incentive and recognition opportunities for highly effective teachers. (MVP Award, Attendance)	Incentive stipend Funds and materials for recognitions Teacher retention data form	Community Donations	a. July 2017	Principal, Assistant Classified and Certified Staff Principal, Title IIA Coordinator	Status Not Progressing at Expected Rate	Contact community partners for donations	
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data				
3. Provide strategies, training, and resources for teachers to be able to meet the learning needs of students who come from high poverty, minority students, students with disability, students needing social support, gifted, ESOL students, and student who have other diverse needs.	Funding for training, resources Instructional resources People resources Edgenuity	School Budget Professional Learning Title IIIA Gifted Budget	a. July 2017	Teachers, Administrators Instructional Facilitators	Status Not Progressing at Expected Rate	Ensure that we are setting aside funding for training, resources, and Instructional resources. Ensure that teachers are going to training that is aligned to their needs.	
			b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback Monitor Edgenuity student reports				
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:	Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions						
GOAL:2	Peach County 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): <i>System-Standard Number</i>	PC-2, PC-3, PC-4, CIS-2, EL-2, EL-3, EL-5, SLE-3,FCE-3 Board Goals: 1, 2, 3						
Evidence-based Action Steps: Describe the evidence-Based action steps to be taken to achieve the goal.							
Action Steps	Resource(s)	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 at FVMS will participate in collaborative professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, higher order activities, and addressing the needs of students.	Funding for materials Evaluation forms/summaries	School Budget Professional Learning Title IA Title IIA Title IIIA Gifted Budget	a. Monthly beginning August 2017		Instructional Facilitators Administrators Teacher Leaders Content Teacher Specialists Teachers Consultants	Progressing at Expected Rate	Next Steps
			b. PL Evaluation forms and follow up on implementation, evaluation summaries from TLE dashboard, meeting minutes, agenda, sign in sheets				
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy	Professional Learning Goals TLE Platform	School Budget Professional Learning Title IA Title IIA Title IIIA Gifted Budget	a. September 2017		Teachers Administrators	Progressing at Expected Rate	The monitoring of the effectiveness of the professional learning has to be evaluated more
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored on the TLE Platform End of Year TLE Signoff Data to measure goal attainment				
3. Annual training on CCRPI Updates and Indicators at each level	Funding for training Training resources	Professional Learning School Budget	a. October 2017		Principal Teacher Leader	Progressing at Expected Rate	Next Steps
			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:3		Increase by 3% the number of students performing at or above proficiency in ELA in grades 6-8, as measured by the GA Milestones Assessment.					
Structure(s): <i>System-Standard Number</i>		EL-5, EL-2, EL-4 CIS-2, CIS-3, FCE-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	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning		
			b. Method for Monitoring				
1. Focus our Instructional Units to balance ELA and Reading with a 4 ½ unit focus on Reading and ELA for each 9 weeks throughout the school year.	Title I Professional Learning Funding	Title IA School Budget Professional Learning	a. Weekly lesson plans with implementation of Writing or Reading depending on the unit	Instructional Facilitator AVID Elective Teacher Principal Assistant Principal PLC-Leader	Status Choose an item.	We will need to revisit this after the beginning of the school year	
			b. Observation for implementation of WICOR strategies.				
2. Lead faculty in data analysis and feedback to support effective instructional practices.	Resources for data analysis Data Binders Lesson plans	School Budget	a. Monthly Data meetings (consider “Data Week”) Allow each content to take a week and a half a day to complete data meeting.	Teacher Leader Instructional Facilitator Administrators Teachers	Status Progressing at Expected Rate	Next Steps More time is needed to have detailed data discussions. Provide specific data questions to lead discussions This will be implemented for the 2019-2020 school year.	
			b. Data Binder, Data room Lesson Plans Agenda, Minutes, and Sign-in sheets Observations/feedback				
3. Teacher will use Write Score Data to increase achievement and personalize instruction.	Write Score	Title IA	a. Months to be given, but it is twice a year	Teachers Administrators PLC-Leader ELA Teachers	Status Progressing at Expected Rate	We will continue with disaggregating the data from the WriteScore	
			b. Write Score Assessment and Lesson Plans				
			c. Analyze Close Readers Responses (ELA)				

				Instructional Facilitator		Assessment and using the lesson plans that provide Instructional adjustments.
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged			Foster and Homeless			
English Learners			Migrant			
ESOL teacher will work with students to provide one on one support based on their needs.						
Race/Ethnicity/Minority			Students with Disabilities			

OVERARCHING NEEDS:	Increase Student Achievement					
GOAL:4	Increase by 3% the number of students performing at or above proficiency in Math, Science, and Social Studies as measured by the GA Milestones Assessment					
Structure(s): <i>System-Standard Number</i>	EL-5, EL-2, EL-3, EL-4, EL-5 CIS-2, CIS-3, FCE-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	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Math teachers will increase mastery of basic math skills and achievement by: <ul style="list-style-type: none"> Implementing mandatory lab for students twice a month. Use of IXL Accelerated Math, and Encore books. 	Lab Resources IXL Accelerated Math and Mastery Reports Encore books	Title IA	a. August 2019	Teachers, Administrators Media Specialist, Math/Science Paraprofessional, Math Remediation Teacher	Status Progressing at Expected Rate	Next Steps
			b. Student Mastery Reports Monitoring of Lab usage			
2. Lead faculty in data analysis and feedback to support effective instructional practices.	Resources for data analysis Data Binders Lesson plans	School Budget	c. Monthly Data meetings (consider "Data Week") Weekly Collaborative Team Meetings	Teacher Leader Instructional Facilitator Administrators Teachers	Status Progressing at Expected Rate	Next Steps More time is needed to have detailed data discussions. Provide specific
			a. Data Binder, Lesson Plans, Lesson Plan Feedback, Agendas, Minutes, Sign-in sheets, Formal and Informal Observation/Feedback			

						data questions to lead discussions
3. Increase conceptual knowledge by implementing: <ul style="list-style-type: none"> Writing Wednesday (Action plan to provide students opportunities to focus on mastering the writing standards across each content area) Flocabulary 	Flocabulary Writing Wednesday Action Plan Nine Week Writing Assessment Analysis Form	Title IA	a. September 2019	Administrators Academic Teachers Media Specialist	Status Progressing at Expected Rate	Next Steps
			b. Teachers will keep a writing folder on every student in their class per subject area. Nine Weeks Writing Assessment Analysis. Flocabulary Usage Report			
4. Science and Social Studies teachers will increase student engagement by implementing technology driven programs and lessons to include: <ul style="list-style-type: none"> Pearson Online and Supplemental Resources LearnEd Notebooks STEMscopes 	Pearson Resources LearnEd Notebooks STEMscopes	General Budget Title IA	a. September 2019	Teachers, Instructional Facilitators, Administrators, and Media Specialist	Status Progressing at Expected Rate	Look at testing data and classroom assessments. Teachers verbalized that in classes where the students were more involved in activities and discussions the benchmark scores were higher
			b. Monitoring of USA Test Prep Performance Tasks Monitoring or Use of STEMscopes Observation of use of Online and Supplemental Materials Data (Grade Distribution, Report Card Data)			

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
ESOL teacher will work with students to provide one on one support based on their needs.	
Race/Ethnicity/Minority	Students with Disabilities