PLANS ARE DUE ON JUNE 15, 2022

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| **NAME OF SCHOOL: Langford Middle School** **PRINCIPAL: Ms. Sheri Darden** |
| **NAME OF DISTRICT: Richmond County School System** **SUPERINTENDENT: Dr. Kenneth Bradshaw** |
| [ ]  *Comprehensive Support and Intervention* [ ]  *CSI Alternative* [ ]  *Targeted Support and Intervention* [ ]  *Promise* [x]  *Schoolwide Title 1 School* [ ]  *Targeted Assistance Title 1 School* [ ]  *Non-Title 1 School*  |

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

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| **SIGNATURES:**Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

 Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| **School:** | Langford  |
| **Principal:** | Ms. Sherri Darden |
| **Date Last Revised:** | June 13, 2022 | **Strategy Map Goal Area:** | Student Achievement and Success | **Strategy Map Performance Objective:** | Improve Content Mastery and Literacy Skills |

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| **Initiative 1-Literacy (SMARTE Goal):** | By the end of the 2022-2023 school year the percentage of students scoring at developing learner or higher on the ELA EOG GMAS will increase by 20%. |
| **Evidence-Based Action Steps** | **Link to ESSA Evidence**  | **ESSA Evidence Level** | **Position(s)****Responsible** | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | **Timeline**  | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | **Who is responsible for monitoring the implementation of the action step.** | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | **What is the intended date of completion of this action step?** | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| **Action Step: 1 (Training)**I-Ready Training: Teachers will engage in professional learning on using i-ready reading resources (the teacher Tool Box, Student and Teacher Resources). | <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impac>t | Level 3- Promising Evidence | Admin: Ms. Darden, Mrs.King, and Mr. MoodyInstructional Specialist: Mrs. Cadle | TKES Standard 3: Instructional strategies used by teachers Impact: monitored using walkthroughs (TKES and Eleot)  | Student growth monitoring reports using the i-Ready Diagnostics (BOY, MOY, and EOY data) | May 2023 | Professional Learning: Kimesha Hughes(August)i-Ready Diagnostic  | RCSS Teaching and Learning  |
| **Action Step 2 (Implementation)**AVID/WICOR and IB MYP Strategies: Implement research-based literacy strategies to improve vocabulary acquisition, increase reading comprehension skills, and reinforce writing techniques. Technology resources: Read Works, Nearpod, and Edpuzzle will be used as a supplement for teaching and learning content standards and skills. | <https://ies.ed.gov/ncee/wwc/InterventionReport/19> | Level 1-Strong Evidence  | Admin: Ms. Darden, Mrs. King, and Mr. MoodyAVID Coordinator: Mrs. FreemanIB Coordinator: Mr. MohlerVILS Instructional Specialist: Mrs. Bouttry | TKES Standard 3: Instructional strategies used by teachers (AVID, WICOR, and IB MYP Literacy Strategies)Impact: monitored using walkthroughs (TKES, Eleot, and TIMS) | Student growth monitoring reports using the i-Ready Diagnostics (BOY, MOY, and EOY data) TIMS report data  | May 2023 | AVID PL/ ResourcesMYP PL/ ResourcesVILS PL/Resources | Fund 150IB/Magnet FundVILS Grant |
| **Action Step 3: Monitoring**Follow-up training with Mrs. K. Hughes and our instructional specialist, Mrs. Cadle, on data reports from i-Ready on how to analyze reports, and how to monitor student growth and achievement.  | <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impac>t | Level 3- Promising Evidence  | Admin: Ms. Darden, Mrs.King, and Mr. MoodyInstructional Specialist: Mrs. Cadle | TKES Standard 6: Assessment UsesImpact: monitored using TKES and Eleot  | Student growth monitoring reports using the i-Ready Diagnostics (BOY, MOY, and EOY data)  | May 2023 | Professional Learning:Kimesha Hughes Rosalyn Cadlei-Ready Diagnostic | RCSS Teaching and Learning  |

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| **School:** | Langford |
| **Principal:** | Ms. Sherri Darden |
| **Date Last Revised:** | June 13, 2022 | **Strategy Map Goal Area:** | Student Achievement and Success | **Strategy Map Performance Objective:** | Improve Content Mastery and Numeracy Skills |
| **Initiative 2-Math****(SMARTE Goal):** | By the end of the 2022-2023 school year the percentage of students scoring at developing learner or higher on the Math EOG/EOC GMAS will increase by 20%.  |
| **Evidence-Based Action Steps** | **Link to ESSA Evidence**  | **ESSA Evidence Level** | **Position(s)****Responsible** | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | **Timeline**  | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | **Who is responsible for monitoring the implementation of the action step.** | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | **What is the intended date of completion of this action step?** | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| **Action Step 1: Training** Teachers will engage in professional learning on using i-Ready diagnostic for Math and ST Math (VILS) reports and resources. Teachers will use i-Ready and ST Math to supplement instruction and student growth/achievement.  | <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact><https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc-using-tech-postsecondary-summary.pdf> | Level 3-Promising EvidenceLevel 2-Moderat Evidence  | Admin: Ms. Darden, Mrs. King, and Mr. MoodyInstructional Specialist: Mrs. CadleVILS Instructional Specialist: Mrs. Bouttry | TKES Standard 3: Instructional strategies used by teachers Impact: monitored using walkthroughs (TKES and Eleot) | Student growth monitoring reports using the i-Ready Diagnostics (BOY, MOY, and EOY data). Also, reports from ST Math. | May 20223 | Professional Learning-i-Ready (Mrs. Hughes)Professional Learning ST Math Program (Mr. Hara) | RCSS Teaching and LearningVILS Grant |
| **Action Step 2: Implementation**Math Strategies: Implement research-based math strategies such as mental math to improve math skills in numbers and operations, algebra and algebraic thinking, geometry, and measurement and data.  Technology: Teachers will use i-Ready and ST Math (VIlS) to supplement for teaching and learning content standards and skills. | <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact><https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc-using-tech-postsecondary-summary.pdf> | Level 3-Promising Level 2-Moderate Evidence  | Admin: Ms. Darden, Mrs. King, and Mr. MoodyInstructional Specialist: Mrs. CadleVILS Instructional Specialist: Mrs. Bouttry | TKES Standard 3: Instructional strategies used by teachers Impact: monitored using walkthroughs (TKES and Eleot) | Student growth monitoring reports using the i-Ready Diagnostics (BOY, MOY, and EOY data). Also, reports from ST Math. | May 2023 | i-ReadyST Math Program | RCSS Teaching and LearningVILS Grant |
| **Action Step 3: Monitoring**Follow-up training with Mrs. K. Hughes and our instructional specialist, Mrs. Cadle, on data reports from i-Ready on how to analyze reports, and how to monitor student growth and achievement. Follow up with Mr. Chris Hara from ST Math to review student achievement data.  | <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impac>t | Level-3 Promising Evidence | Admin: Ms. Darden, Mrs. King, and Mr. MoodyInstructional Specialist: Mrs. CadleVILS Instructional Specialist: Mrs. Bouttry | TKES Standard 6: Assessment UsesImpact: monitored using TKES and Eleot | Student growth monitoring reports using the i-Ready Diagnostics (BOY, MOY, and EOY data). Also, reports from ST Math. | May 2023 | i-ReadyST Math Program | RCSS Teaching and LearningVILS Grant |

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| **School:** | Langford |
| **Principal:** | Ms. Sherri Darden |
| **Date Last Revised:** | June 13, 2023 | **Strategy Map Goal Area:** | Climate and Culture | **Strategy Map Performance Objective:** | Ensure a positive learning and working environment |
| **Initiative 3-Culture/Climate/Non-Academic****(SMARTE Goal):** | By the end of the 2022-2023 school year, we would like to increase our climate rating from 3 stars to 4 stars, by decreasing our discipline data by 20%.  |
| **Evidence-Based Action Steps** | **Link to ESSA Evidence**  | **ESSA Evidence Level** | **Position(s)****Responsible** | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | **Timeline**  | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | **Who is responsible for monitoring the implementation of the action step.** | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | **What is the intended date of completion of this action step?** | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| **Action Step 1: Training** Teachers will be trained on using our school-wide PBIS Kindness Matrix and on using PBIS Rewards. Mentors will be trained to assist and provide support for mentees.Teachers will participate in training over the attendance protocol | <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticesschl.pdf><https://www.bbs.org/school-based/><https://www.bbs.org/school-based/> | Level 3- Promising EvidenceLevel 1- Strong EvidenceLevel 2- Moderate Evidence | Admin: Ms. Darden, Mrs.King, and Mr. MoodyPBIS Coach: Ms. SheAaaron BurnsMentor Coach: Mrs. BouttryAttendance Review Team Members (ART) | Teachers will follow school-wide PBIS matrix and will use PBIS Rewards and positive reinforcement to gain desired positive behaviors. Impact: monitored using TKES, Eleot, and PBIS Walkthroughs Mentors will meet with mentees bi-weeklyTeachers will take attendance daily, within the first 10 minutes of class | Discipline Reports per 9 Weeks/ by type of offensePBIS Tiered Behavior ReportsSurvey Feedback from MenteesAttendance Data from IC (5-day reports) | May 2023 | PBIS Reward Training Mentor TrainingAttendance PL | PBIS GrantRCSS Teaching and Learning  |
| **Action Step 2: Implementation**Teachers will implement using PBIS Matrix strategies and PBIS Rewards with fidelity.Mentors will meet with mentees bi-weekly and instructional specialists will conduct class visits with follow up. Teachers will record attendance with fidelity.  | <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticesschl.pdf><https://www.bbs.org/school-based/><https://www.bbs.org/school-based/> | Level 3- Promising EvidenceLevel 1- Strong EvidenceLevel 2- Moderate Evidence | Admin: Ms. Darden, Mrs.King, and Mr. MoodyPBIS Coach: Ms. SheAaaron BurnsMentor Coach: Mrs. BouttryAttendance Review Team Members (ART) | Teachers will follow school-wide PBIS matrix and will use PBIS Rewards and positive reinforcement to gain desired positive behaviors. Impact: monitored using TKES, Eleot, and PBIS Walkthroughs Mentors will meet with mentees bi-weeklyTeachers will take attendance daily, within the first 10 minutes of class | Discipline Reports per 9 Weeks/ by type of offensePBIS Tiered Behavior ReportsSurvey Feedback from MenteesAttendance Data from IC (5-day reports) | May 2023 | PBIS Rewards and celebrationsMentor handbookInfinite Campus | PBIS GrantRCSS Teaching and Learning |
| **Action Step 3: Monitoring** PBIS Committee and grade level admin will monitor PBIS Matrix usage and PBIS Rewards. Mentor/Mentee: Mrs. Bouttry and Grade level admin will monitor support for new teachers.Attendance will be monitored by the ART committee and grade level admin.  | <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticesschl.pdf><https://www.bbs.org/school-based/><https://www.bbs.org/school-based/> | Level 3- Promising EvidenceLevel 1- Strong EvidenceLevel 2- Moderate Evidence | Admin: Ms. Darden, Mrs.King, and Mr. MoodyPBIS Coach: Ms. SheAaaron BurnsPBIS CommitteMentor Coach: Mrs. BouttryAttendance Review Team Members (ART | Teachers will follow school-wide PBIS matrix and will use PBIS Rewards and positive reinforcement to gain desired positive behaviors. Impact: monitored using TKES, Eleot, and PBIS Walkthroughs Mentors will meet with mentees bi-weeklyTeachers will take attendance daily, within the first 10 minutes of class | Discipline Reports per 9 Weeks/ by type of offensePBIS Tiered Behavior ReportsSurvey Feedback from MenteesAttendance Data from IC (5-day reports) | May 2023 | PBIS data TKES/Eleot/Survey Infinite Campus | PBIS GrantRCSS Teaching and Learning |

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| **Georgia MilestonesPerformance Measures (with unit of measure)** | **Baseline** | **Actuals** | **Target Year 1** | **Actuals Year 1** | **Target Year 2** | **Actuals Year 2** | **Target Year 3** | **Actuals Year 3** |
| **2021-2022** | **2021-2022** | **2022-2023** | **2022-2023** | **2022-2023** | **2023-2024** | **2024-2025** | **2024-2025** |
| Increase the percentage of students scoring developing learner or above on the Georgia Milestones ELA EOG | 48.8\*PreliminaryScores | 48.8\*PreliminaryScores | 58.6 |  | 70.3 |  | 84.4 |  |
| Increase the percentage of students scoring developing learner or above on the Georgia Milestones Math EOG and EOC | 30.4\*PreliminaryScores | 30.4\*PreliminaryScores | 36.4 |  | 43.7 |  | 52.4 |  |
| Increase the percentage of students scoring developing learner or above on the Grade 8 Science EOG and EOC | 21.3\*PreliminaryScores | 21.3\*PreliminaryScores | 25.6 |  | 30.7 |  | 36.8 |  |
| Increase the percentage of students scoring developing learner or above on the Grade 8 Social Studies EOG  | 42.3\*PreliminaryScores | 42.3\*PreliminaryScores | 50.7 |  | 60.84 |  | 73.0 |  |
| Increase the CCRPI Score to Meet or Exceed the school’s SWSS CCRPI Target | 55.8 (from 2019) | 55.8 (from 2019) | 57.5 |  | 59.2 |  | 61.0 |  |

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| **Professional Learning Plan to Support School Improvement** |
| **Supporting Initiative #** | **Professional Learning Strategy** | **Specific PL Timeline** | **Estimated Cost, Funding Source, and/or Resources** | **Person(s)/Position Responsible** | **Monitoring Teacher Implementation of PL** | **Evidence/Data of Impact on Student Learning** |
| Initiative #1  | LMS Differentiated Professional Learning:i-Ready* Teachers will engage in professional learning using i-Ready to monitor students’ achievement, using i-Ready to remediate/accelerate learners, using i-Ready in a blending learning model, and exploring i-Ready’s teacher toolbox and resources.

AVID Professional Learning* All teachers/counselors and Admin will participate in LMS AVID professional development.
* New Teachers will participate in the Summer AVID training sessions.
* AVID Strategies of the month implemented by all teachers W.I.C.O.R (concept maps, focused notes, thinking maps, world café gallery walk, etc.)

IB Professional Learning* All teachers will participate in LMS IB professional development based on MYP Yr. 1, Yr. 2, and Yr.3.
* New teachers, select teachers, and admin will participate in online self-paced IB professional development.
* Teachers implement IB Strategies in their lessons daily.
 | August 2022- April 2023 | i-Ready-District FundedIB Training (online): $850.00 per personAVID Summer Training$2, 869.00 per person  | Instructional Specialist:Rosalyn CadleAVID Coordinator: Robyn FreemanIB Coordinator:Thad Mohler | Administrative Point of Contacts per Grade Level6th Grade: Sherri Darden7th Grade: Shamari Moody8th Grade: Jonay King | i-Ready data: BOY, MOY, and EOYAVID CCI dataIB RubricsStudent Work in PortfoliosGrade Distribution ReportsTKES Data: Standard(s) 2,3, 4,5, and 6.GMAS EOG Data |
| Initiative #2 | i-Ready* Teachers will engage in professional learning using i-Ready to monitor students’ achievement, using i-Ready to remediate/accelerate learners, using i-Ready in a blending learning model, and exploring i-Ready’s teacher toolbox and resources.

ST Math* Teachers will participate in ST Math training.
* We will utilize ST Math during our intervention/flex time
* Math teachers will use ST math to provide individualized learning for students.
* ST Math data digs will be held to guide math teachers with next steps for learning.

VILS Professional Learning* All teachers will participate in professional learning combination of webinars synchronous and asynchronous learning and future sessions will be a combination of online and face to face sessions.
* Students, parents, and teachers will participate in digital citizenship learning sessions.
* Topics include but are not limited to the following:
* Creating Digitally Inclusive and Accessible Learning Experiences
* Blended Learning
* Digital Collaboration
* Digital Citizenship
* Classroom Management
* Parent Engagement
* Student Tech Teams
* STEM
* Managing Chromebook classroom presentations
 | September 2022- April 2023 | i-Ready-District FundedST Math-VILS Grant | Instructional Specialist: Rosalyn CadleVILS Instructional Specialist: Tan Bouttry  | ) Administrative Point of Contacts per Grade Level6th Grade: Sherri Darden7th Grade: Shamari Moody8th Grade: Jonay King | i-Ready data: BOY, MOY, and EOYIB RubricsStudent Work in PortfoliosGrade Distribution ReportsTKES DataST Math Data ReportsTIMS Data ReportsGMAS EOG and EOC Data |
| Initiative #3 | PBIS Professional Learning* All teachers will participate in our monthly PBIS professional learning to align to our Tier 2 initiative.
* Select teachers in need of classroom management support will have professional learning opportunities bi-weekly as needed.
* Select teacher per grade level will participate in a workshop to become a PBIS Teacher Leader for their grade level

 Mentor/Mentee Professional Learning:* Mentors and mentees will participate in RCSS professional learning.
* Mentors and mentees will meet weekly to touch basis.
* Mentees will have differentiated PL based on their needs.

Attendance Matters* Professional learning for all teachers on inputting attendance, following attendance protocol policy.
* Professional learning as needed for teachers that are not following the attendance policy/protocols.
* Parent Engagement Nights: professional learning session for parents on the importance of students attending school, protocols for being out, RCSS policy on Attendance.
 |  | N/A | PBIS Coordinator: SheAaaron BurnsLead Mentor: Tan Bourttry Parent Facilitator: Rhonda Clark  | Administrative Point of Contacts per Grade Level6th Grade: Sherri Darden7th Grade: Shamari Moody8th Grade: Jonay King | Discipline ReferralsPBIS Rewards Tier dataAgendas, Sign Ins, presentations, and focus walk forms.Parent Night Correspondence, Agendas, sign ins, and presentation. Infinite campus for attendance reports |
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All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276> ) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal program specialist.

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| **School Name: Langford Middle School** |
| **Date: June 13, 2023** |
| **Planning Committee Members** |
| **Name** | **Position/Role** | **Signature** |
| Ms. Sherri Darden | Principal |  |
| Ms. Jonay King | Assistant Principal |  |
| Mr. Shamari Moody |   Assistant Principal |  |
| Mr. Thaddeus Mohler | IB Coordinator |  |
| Mrs. Rosalyn Cadle | Instructional Specialist |  |
| Mrs. Tangayika Bouttry | VILS Instructional Specialist |  |
| Mrs. Richelle Mohler | Teacher |  |
| Mrs. Marquita Burns | Teacher  |  |
| Ms. Demetria Whitaker | School Social Worker |  |
| Ms. Rhonda Clark | Family Facilitator |  |
| Mrs. Robyn Freeman | TeacherAVID Coordinator |  |
| Mrs. Denise Marshall | Media Specialist |   |
| Dr. Latasha Huff | Teacher  |  |
| Mr. Gordon Holley | Teacher |  |
| Mr. Kenneth Crew | Teacher |  |
| Mr. Tylik Wells | Teacher |  |
| Ms. SheAaaron Burns | Teacher PBIS Coordinator |  |
| Mrs. Porsha Leverette | Teacher |   |
| Not Applicable | Student (9th-10th) required |  |
| Not Applicable | Student (11th-12th) required |  |

Note\*\* All parents are invited and more students are encouraged to participate in the schoolwide planning process.

1. **Comprehensive Needs Assessment – Section 1114(b)(6)**

The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year’s Comprehensive Needs Assessment.

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| June 13, 2023 |

1. **Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)**

Address the reform strategies the school will implement to meet the school needs:

* + 1. Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

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| Economically Disadvantage: | We offer MYP Strategies and AVID Strategies, through all content areas exposing not only our IB and AVID students to higher rigor, but all students. Additionally, we are a VILS grant recipient and all students received a chromebook device and 10 LTE data for learning. The VILS grant helps us to provide equity in access to learning. Furthermore, as an IB MYP school, students not zoned for Langford can test into our program or ask for a zone exemption to attend Langford. Langford has also formed partnerships with entities such as Golden Harvest Food Bank. Golden Harvest Food Bank along with RCSS provides meals on Fridays that all students are given to take home over the weekend. We are participating in Golden Harvest Food Bank’s Backpack Program (additional meals go home with our students/families in need). |
| ESOL: | Our ESOL students are provided with daily support from a certified ESOL teacher who tailors specific instructional activities that will build academic language proficiencies with students across grade levels. Additionally, we have a mentoring program that provides social and emotional support for all of our ESOL students. |
| Race/Ethnicity/Minority: | Our faculty, staff, and student body model and embrace the many diverse cultures that make up our Langford Family. Our faculty and staff promote culture awareness by incorporating it into their MYP Units. Also, we celebrate diverse cultural holidays throughout the school year to expose our students to diverse cultures and it also allows our students to embrace their culture.  |
| Students with Disabilities: | Our students with disabilities have Individual Education Plans (IEPs) that are developed collaboratively with the teacher, student, and parent(s). Additionally, our students have goals and objectives that are collaboratively developed. We also have and provide technology and specialized physical therapists that provide support for our students with disabilities.  |

* + 1. Describe how such strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

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| Langford Middle School offers three academic programs that focus either on academics or and/or behavior. We offer an International Baccalaureate (IB) Programme that students test into participating. Students in our IB Programme take honors classes, will complete a high school credit for Spanish by 8th Grade, take our IB Design course, will take high school courses during their 8th Grade year (Physical Science, Algebra I, Personal Fitness, Spanish IB, and American Government). Our IB students will also complete an IB project, which they will present to the community (IB Showcase Night) and complete volunteer service hours. Although all students are not in our IB Programme, our teachers are trained to use and incorporate MYP Strategies within their lessons, so all students are exposed to IB. Furthermore, under the IB Programme criteria, all students must take Spanish, have 50 hours of visual arts, 50 hours of Personal fitness and health, and 50 hours of design. This allows all students to have an opportunity to be exposed to a variety of subjects and to more rigorous courses. We also have an AVID Program. AVID is available to all grade levels. AVID provides students with literacy strategies (WICOR) and prepares our students to be college and/or career ready. Our school also promotes school-wide PBIS Strategies that all teachers implement to promote positive behaviors across all grade levels. All teachers and administrators are trained for our IB Programme (MYP), 90% of our teachers to include one of our counselors, is trained for our AVID Program, all teachers and administrators participate in professional learning for PBIS. We also engaged in Silent Sustained Reading Strategies using NewsELA during our daily Flex Time. Additionally, through our VILS grant our teachers, students, and parents receive professional learning from our VILS Coach and online webinars on using technology to explore, learn beyond the books, and close the achievement gap.  |

* + 1. Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -
	1. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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| Our counselors identify our at-risk students and offer counseling sessions, as well as identify students that may benefit from being in our mental health program. Additionally, our counselors meet with our teachers to inform them of students that are at-risk and help to develop an academic and/or behavioral plan to assist those students (SST-student support team). Furthermore, at the start of the school year our teachers participate in child-find, which helps to identify students that are at-risk. Based on the student’s level of needs, the student will receive interventions on tiered levels (RTI).  |

* 1. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

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| Langford has an IB (MYP) Programme which allows are students access to high school courses (Physical Science, Algebra I, American Government, and Intro to Digital Technology, Foreign Language, Art, and IB specific courses such as IB Design. Being an IB (MYP) school allows opportunities for all students to receive IB instructional strategies and project- based learning. We are also an AVID school. Through AVID our students have opportunities to visit colleges, have college personnel come and hold lyceum sessions, and attend career fairs. We hold IB Night and Career Fairs for all students, their families, and the community to attend.  |

* 1. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

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| We use Response to Intervention to assist with not only academic struggles, but also with behavioral problems as well. We have a form that describes the behaviors of concern and what levels of consequences will take place. Additionally, the form describes rewards for weekly reports of good behavior. Furthermore, as a PBIS school, we implement our protocols and go over school-wide behavior expectations, that are defined on our school-wide behavior matrix. Additionally, we have created a de-escalation station that is built into our discipline matrix to diffuse situations before needing intervention from an administrator.  |

* 1. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

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| Our faculty and staff participate in ongoing IB (MYP) professional learning that is tiered by categories and content, ongoing AVID professional learning, ongoing Canvas (Digital Online Learning) professional learning, PBIS professional learning, VILS professional Learning, Teachers as Advisors professional learning, Richmond Ready professional learning, and they participate in district professional learning throughout the school year. We also have a school-based mentoring program for our new teachers. Our mentors meet bi-weekly with their mentees. Additionally, our instructional specialist and Lead Mentor works with our new teachers on a weekly basis. The district also provides training for our mentors and their mentees monthly. We will include more professional learning that focuses on using data (i-ready, benchmark, and major assessments) to assist with making informed instructional decisions. |

* 1. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

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| During the second semester of 2022-2023 school year, our Guidance Department will work with high school counselors to coordinate with 8th grade team registration for appropriate high school classes. The teachers will continue to prepare students throughout the school year by focusing on SEL, academics, time management, and study skills. Our counselors will continue to provide guidance in coping with peer pressure, transitions, high school expectations and academics. |

1. **Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26**
2. Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.  How will you monitor the implementation of the School Improvement Plan? In addition to the State’s annual assessments, what other indicators will you use to measure academic achievement?

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| The monitoring of the implementation of the School Improvement Plan will consist of utilizing the following timeline for implementation with designated personnel serving as the Action Step Leader. The projected dates on the timeline for implementation will designate ongoing checks. RCSS Impact check per semester will also serve as a monitoring piece to make sure that our School Improvement plan is being implemented with fidelity, reflection, and amended as needed based on data to achieve our goals/initiatives. |

1. Review the previous year’s School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

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| Our data shows a slight increase in growth for both Literacy and numeracy skill mastery. Our greatest achievement can be seen within our school climate survey data despite discipline being higher this year. However, our discipline was lower than that of the last year of face-to-face instruction during the 19-20SY. |

1. Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

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| Our school-wide plan will be revised based on our data from monitoring throughout the school year. We will also utilize our Semester Impact Check data to guide our instructional planning/decisions for the second semester. |

1. **ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)**

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

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| Parent and Family Engagement Policy Revision Date:March 23, 2022 |

1. **Schoolwide Plan Development – Section 1114(b)(1-5)**
2. The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement.

SD

1. The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement.

SD

Documentation of the involvement of all stakeholders has been submitted to Federal Programs (sign-in, agenda, feedback, minutes

1. The Schoolwide Plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.

SD

1. The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

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| Our School Wide Plan will be made available upon approval by the following: 1. Posted on our school Website, Title 1 Parent Compact/Policy Annual Meeting, and discussed throughout the school year during our Leadership and Faculty Team Meetings.
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1. The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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| Funding Source: | How funds will be used |
| Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year. | Our Title 1 funds will be used to purchase technology (ActivPanels, Music Keyboard, Robots, STEM items), software to support ELA and literacy (Lexia/Reading Plus/Read 180/Study Island), supplies, expendable equipment (asset tags, Ethernet cables, laptop trackers, anti-virus, set up fee), salaries of personnel (Instructional Specialist and Parent Facilitator), and support our school-wide AVID initiative (membership and conference registration). Also, for educational field trips. Title 1 Paid Staff- Ms. Rhonda Clark, Parent Facilitator and Mrs. Rosalyn Cadle, Instructional Specialist |
| State Funds: | N/A |
| Reduced Class Size (If applicable) | N/A |
| School Improvement Grant (If applicable) | N/A |
| Local Professional Learning Funds | District Coordinates Professional Learning Opportunities |
| Grants | PBIS Kindness Grant and VILS Grant (Year 2): Equity in learning and supporting the learning environment.  |

Funding Source and Resources provided:

* FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
* Title II-Professional Learning Opportunities.
* Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
* IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
* Carl D Perkins - N/A
* EIP - Teachers for identified EIP students
* McKinney Vento - Services for Homeless students
* Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

**Written Rationale (Dependent on ESSA Evidence Level)**

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification. ESSA recognizes four levels of evidence:

1. **Strong**: evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence: <http://www.bestevidence.org/search.cfm> <https://ies.ed.gov/ncee/wwc/>  [https://evidenceforessa.org](https://evidenceforessa.org/)

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

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| Rationale #1 |
| **Initiative:** |  |
| **Action Step:** |  |
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| **Current Research to Support this Action Step** |  |
| **Expected Results** |  |
| **How will Success be Measured?** |  |
| **Data Points** | Beginning of Year |  | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** |  |
| **End-of-Year Results and Reflection** |  |

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| Rationale #2 |
| **Initiative:** |  |
| **Action Step:** |  |
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| **Current Research to Support this Action Step** |  |
| **Expected Results** |  |
| **How will Success be Measured?** |  |
| **Data Points** | Beginning of Year |  | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** |  |
| **End-of-Year Results and Reflection** |  |

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| Rationale #3 |
| **Initiative:** |  |
| **Action Step:** |  |
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| **Current Research to Support this Action Step** |  |
| **Expected Results** |  |
| **How will Success be Measured?** |  |
| **Data Points** | Beginning of Year |  | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** |  |
| **End-of-Year Results and Reflection** |  |