

2020-2021 SCHOOL IMPROVEMENT PLAN



Name of School	
Principal	
NAME OF DISTRICT: Richmond County School System	
SUPERINTENDENT: Dr. Kenneth Bradshaw	
<input type="checkbox"/> <i>Comprehensive Support and Intervention</i> <input type="checkbox"/> <i>CSI Alternative</i> <input type="checkbox"/> <i>Targeted Support and Intervention</i> <input type="checkbox"/> <i>Promise</i>	
<input type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i>	

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

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Federal Programs Director _____	Date _____

Revision Date: _

Revision Date: _

Revision Date: _



SCHOOL IMPROVEMENT PLAN

NAME OF SCHOOL: Pine Hill Middle School

PRINCIPAL: Carl Robinson III

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

Comprehensive Support and Intervention CSI Alternative Targeted Support and Intervention Promise

Schoolwide Title I School Targeted Assistance Title I School Non-Title I School

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal Carl Robinson III Date 9/24/20

Federal Programs Director _____ Date _____

Revision Date: 9/24/20 Revision Date: _____ Revision Date: _____

2020-2021 SCHOOL IMPROVEMENT PLAN

School Name:

Date:

Planning Committee Members

Name	Position/Role	Signature
	Principal	
	Assistant Principal	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Family Facilitator	
	Parent	
	Parent	
	Student (9th-10th Representative)	
	Student (11th-12th Representative)	






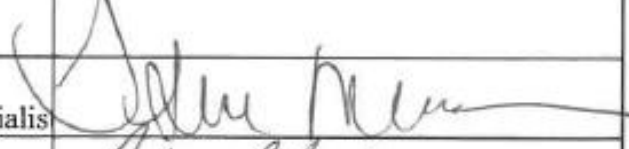
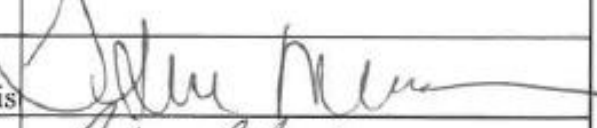
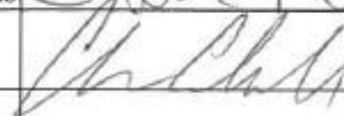
Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
 TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
 TITLE I TARGETED ASSISTANCE (TA) PLAN

School Name: Pine Hill Middle School

Date: 1-Sep-20

Planning Committee Members

Name	Position/Role	Signature
Carl Robinson III	Principal	
Michelle Olivares	Assistant Principal	
Nickolas Bradley	Teacher	
Maggie Lee	Teacher	
Nicole Brouse	Teacher	
Trish Rosado	Teacher	
James Kitchens	Teacher	
Delydia Albert	Teacher	
Michelle Fale-Lampkin	Teacher	
Teleshia Mincey	Instructional Specialist	
Chase Colwell	Counselor	
Nolan Goss	Parent	
Jerry Wells III	Parent	
	Parent	
	Student (9th-10th Representative)	
	Student (11th-12th Representative)	

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

Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

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.	Technology, Class Size Reduction Teacher, student software/licenses, USA Test Prep, Zero Period student online learning
State Funds:	Funds will be used for professional learning.
Reduced Class Size (If applicable)	N/A
School Improvement Grant (if applicable)	N/A
Local Professional Learning Funds	District coordinates activities
Grants	LG4

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.

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

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;

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will

- i. 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;

Economically Disadvantage:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
ESOL:	Instructional materials and supplies, technology, teachers, software. Also, an instructional teacher is allotted for student to receive pull out assistance within the student's schedule.
Race/Ethnicity/Minority:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
Students with Disabilities:	Students are identified through RCSS Child Find protocol at the beginning of academic school year and teachers are provided for students for identified EIP needs and schedules.

- ii. 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;

The instructional strategies and methods utilized at Pine Hill Middle School are to strengthen the academic program follow the RCSS curriculum and are aligned to the GADOE standards for each middle school content area.

- iii. 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 -
 - a) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

The RTI process and RCSS protocol, parent/teacher conferences, teachers as advisors, tutoring, and after school academy. Our embedded PHMS Teachers as Advisors monthly sessions allow for students to have an adult in the school building to give advice to improve students' skills outside and inside the academic subject areas. Also, our embedded Guidance Department led topic sessions are scheduled at least monthly to support students through classroom visits for small group checks. We also offer an embedded (at least) monthly advisement period where students learn about an extracurricular activity to attend for well-being.

- b) 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);

This academic school year, PHMS has opportunity to take the foundations to business administration and management class to learn about a career pathway. Students will also be advised during advisement periods each month in homeroom classes with counselors.

- c) implementation of a school wide 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.);

PHMS will implement effective transitions for students from feeder elementary schools by incorporating periodic (quarterly) school visits to display and inform elementary schools of future middle school opportunities awaiting them after transition from elementary to middle school.

- d) 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;

The PHMS Guidance Department will lead the school visit near the end of the academic year with opportunities for feeder schools to visit PHMS embedded within normal school day. The PHMS Guidance Department along with administration will schedule days for current PHMS students to receive exposure to future opportunities present and after middle school.

- e) strategies for assisting preschool children in the transition from early childhood education.

N/A

3. Schoolwide Plan Development – Section 1114(b)(1-5)

- a. Is developed during a 1-year period; unless – the school is operating a school wide 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;

Yes.

- b. 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;

Yes.

- c. 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;

Yes.

- d. 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.

Yes.

4. ESSA Requirements to include in your School wide Plan

- a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

See Software Logic Model: Title I-, instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction

- b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

PHMS has an administrator acting in the role as a Parent and Family Facilitator (PFF) for engagement strategies to ensure effective implementation of instructional materials and supplies, technology, teachers, software. The administrator supervises and collaborate with RCSS Title I Department to ensure appropriate handling of resources and activities calendar alignment. Also, PHMS has an identified teacher dedicated to ELL students to ensure transition of instructional strategies. See Building Parent Capacity Logic Model: RCSS Title I Family/Parental Involvement Volunteer Training and quarterly feeder school Parent University sessions.

- c. If a middle or high school, 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, if applicable –
 - i. Through coordination with institutions of higher education, employers, and other local partners; and

The PHMS Guidance Department will lead the school visit near the end of the academic year with opportunities for feeder schools to visit PHMS embedded within normal school day. The PHMS Guidance Department along with administration will schedule days for current PHMS students to receive exposure to future opportunities present and after middle school.

- ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Students will be able to complete high school credit embedded in the normal school day schedule by selecting high school credit available at their grade level. Student will be able to have high school credit course as selected class as regular schedule. Prerequisite courses are required for high school credit bearing courses.



**Middle School
School Improvement Plan Evaluation
2018-2019**

Initiative #1 Evaluation	
Initiative #1 Description:	
Goal Area:	High academic achievement and success for all.
Performance Objective:	Increase student performance at or above grade level.
Initiative #1:	To increase the percentage of students scoring proficient or higher in English Language Arts from 20% to 23% for the 2020-21 school year.
What was the need being addressed by this initiative?	The need being addressed was student performance on ELA Milestones.
What was the reason for selecting this initiative?	This initiative was selected to improve student performance on ELA Milestones.
What were the intended results of this initiative?	The intended results are unavailable as of 5/7/20 due to the COVID19 virus and early school closure. Students did not take part in Georgia Milestone Assessment testing in 2019-2020 school year.
Initiative #1 Implementation Evaluation	
Were there any barriers to implementing this initiative? Why or why not?	Yes. The school was implementing a new seven period schedule this year. The schedule was far different from the previous year when intervention time was built in to the daily schedule. The school also became part of New Leaders which shifted the focus from continuing with LDC Powerful Literacy practices.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	No. There were no barriers to maintaining this initiative through the expected timeframe. We worked daily and weekly to incorporate daily, school-wide intervention time and implementation of USA Test Prep.
Are changes needed to improve the full implementation of this initiative? What changes?	Yes. All action steps from this initiative will be reviewed to determine if they meet the new ESSA evidence level requirements. If we do continue with this initiative and the action steps affiliated with it, we will provide on-going training and follow-up.
Initiative #1 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	iReady scores, benchmark scores.



**Middle School
School Improvement Plan Evaluation
2018-2019**

<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>Although we do not have the Milestone data to support if this initiative was successful, iReady data supports that the initiative was successful. iReady BOY ELA Green (13%), iReady EOY ELA Green (32%). This represents a 19% increase in percentage of students scoring on grade level in reading.</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>We will continue with this initiative as we are far from what our ultimate goals are. We will review the action steps to insure they are evidence based action steps.</p>



**Middle School
School Improvement Plan Evaluation
2018-2019**

Initiative #2 Evaluation	
Initiative #2 Description:	
Goal Area:	High academic achievement and success for all.
Performance Objective:	Increase student performance at or above grade level.
Initiative #2:	Increase the percentage of students scoring proficient or higher in Math 11% to 14% for the 2020-21 school year.
What was the need being addressed by this initiative?	Increasing student's proficiency in the subject area of Math.
What was the reason for selecting this initiative?	The reason for selecting this initiative was to improve our proficiency in science and social studies which in turn would have a positive impact on our CCRPI.
What were the intended results of this initiative?	The intended results are unavailable as of 6/24/20. Students did not take part in Georgia Milestone Assessment testing due to early school closure for COVID-19 VIRUS.
Initiative #2 Implementation Evaluation	
Were there any barriers to implementing this initiative? Why or why not?	There were barriers to implementing this initiative. 8th grade allocation was reduced from 8 teachers to 7 teachers. This required a Math, Science, and Language Arts teacher to also teach Social Studies which is not their normal content area.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	There were no barriers to maintaining this initiative through the expected timeframe.
Are changes needed to improve the full implementation of this initiative? What changes?	Yes. All action steps from this initiative will be reviewed to determine if they meet the new ESSA evidence level requirements. If we do continue with this initiative and the action steps affiliated with it, we will provide on-going training and follow-up.
Initiative #2 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	iReady scores, benchmark scores, student conference sheets, lesson plans, collaborative planning documentation



Middle School
School Improvement Plan Evaluation
2018-2019

<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>Although we do not have the Milestone data to support if this initiative was successful, iReady data supports that the initiative was successful. iReady BOY ELA Green (13%), iReady EOY ELA Green (32%). This represents a 19% increase in percentage of students scoring on grade level in reading. Our 8th Grade Science scores improved from 70.2% below level to 67.5% below level. Our Social Studies scores declined from 36.3% below level to 41.2% below level. Based on this data, we are unable to determine if the initiative was successful in addressing this need. We will continue this initiative and work to continue to improve the Math scores.</p>	<p>#####</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>We will continue with this initiative as we are far from what our ultimates goals are. We will review the action steps to insure they are evidence based action steps.</p>	



**Middle School
School Improvement Plan Evaluation
2018-2019**

Initiative #3 Evaluation	
Initiative #3 Description:	
Goal Area:	High academic achievement and success for all
Performance Objective:	High academic achievement and success for all
Initiative #3:	To maintain the school climate star rating 4 stars out of 5 stars.
What was the need being addressed by this initiative?	The need being addressed by this initiative was school climate, culture, and student attendance.
What was the reason for selecting this initiative?	The reason for selecting this initiative was to improve our school climate, reduce the number of referrals, improve our student and teacher attendance.
What were the intended results of this initiative?	To maintain the school climate star rating 4 stars out of 5 stars.
3+	
Were there any barriers to implementing this initiative? Why or why not?	Our student enrollment increased by about 75 - 80 students. We had over 100 students who were attending school on a House Bill 251 exemption (these students/parents must provide their own transportation).
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	There were no barriers to maintaining this initiative through the expected timeframe.
Are changes needed to improve the full implementation of this initiative? What changes?	Yes. All action steps from this initiative will be reviewed to determine if they meet the new ESSA evidence level requirements. If we do continue with this initiative and the action steps affiliated with it, we will provide on-going training and follow-up.
Initiative #3 Effectiveness Evaluation	
What data were collected to monitor and evaluate the effectiveness of this initiative?	Infinite Campus discipline reports, attendance reports, teacher attendance reports.



**Middle School
School Improvement Plan Evaluation
2018-2019**

<p>Citing specific data points, was the initiative successful in addressing the need? Why or why not?</p>	<p>We maintained a daily attendance rate of 95.66% of students present, we maintained a total of 18% of students with greater than 10 absences, we had a total of 708 incidents involving 263 students, we had a total of 18 teachers with 10 or fewer absences. We do not have the CCRPI data, but based on the current year discipline and attendance data our star results should be simliar or better than last year.</p>
<p>Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?</p>	<p>We will continue with this initiative as we are far from what our ultimates goals are. We will review the action steps to insure they are evidence based action steps.</p>



Middle School Comprehensive Needs Assessment 2019-2020

CCRPI	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Sources
CCRPI Score - School	63.5	62.1	56.4	60.6667	GADOE portal
CCRPI Score - District	57.9	63.1	68.3	63.1000	
CCRPI Score - State	73.6	72.9	76.6	74.3667	
Georgia Milestones	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Developing Learner or Above - ELA	59.7	52.5	59.2	57.1333	SLDS
% Developing Learner or Above - Math	58.8	55.6	57.8	57.4000	
% Developing Learner or Above - Science	44	29.8	32.5	35.4333	
% Developing Learner or Above - Social Studies	66.8	63.7	58.8	63.1000	
% Proficient or Distinguished Learner - ELA	14.9	16.1	21.9	17.6333	
% Proficient or Distinguished Learner - Math	13.8	14.1	11.3	13.0667	
% Proficient or Distinguished Learner - Science	9.7	4.9	7.3	7.3000	
% Proficient or Distinguished Learner - Social Studies	28.8	22.8	14	21.8667	
iReady	Mid-Year 2016-2017	Mid-Year 2017-2018	Mid-Year 2018-2019	3-yr Avg	Data Source
% Students Reading on Grade Level - 6th Grade	32	15	24	23.6667	iReady->Reports
% Students Reading on Grade Level - 7th Grade	32	22	22	25.3333	
% Students Reading on Grade Level - 8th Grade	31	25	22	26.0000	
On Grade Level Lexile (%)					iReady->Reports
% Students Math on Grade Level - 6th Grade	40	19	31	30.0000	iReady->Reports
% Students Math on Grade Level - 7th Grade	19	23	11	17.6667	
% Students Math on Grade Level - 8th Grade	18	19	19	18.6667	
On Grade Level Quantile (%)					iReady->Reports
<p>Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?</p>					
<p>The activities in i-Ready Reading are designed to increase Lexiles levels in reading. Ongoing Professional Learning has been provided through i-Ready Reading and the RCSS Curriculum Department. Teachers review i-Ready reports with parents and discuss Lexile levels. The media specialist can utilize the student Lexile measure to offer certain books to students based on their ability. This will help to decrease student frustration when reading.</p>					
<p>Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?</p>					
<p>The activities in i-Ready Math are designed to increase Quantile levels in math instruction. Ongoing Professional Learning has been provided through i-Ready Math and the RCSS Curriculum Department.</p>					



Middle School Comprehensive Needs Assessment 2019-2020

Student Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Total Student Enrollment	654	690	678	674.0000	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	38	42.5	44.9	41.8000	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	675	655	519	616.3333	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

The school follows district guidelines regarding attendance. Parent contact is made after the 1st unexcused absence. A letter is sent after the 2nd and 5th unexcused absence. Referrals will be made to DFACS, DJJ, and/or Social Worker. Attendance is recorded daily by homeroom teachers. If a student reports to school late a report is sent on a daily basis for teacher's to update the attendance taken. Attendance issues are addressed by phone calls, letters home, and home visits by the social worker. The data clerk and social worker monitor attendance and its impact on the CCRPI score.

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	1	0	0	0	School-level Data
Teaching Staff # of Years in Current School	20	17	0	0	School-level Data
Teaching Staff # of Years in Profession	3	7	14	6	School-level Data
	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Administrator Absent 6+ Days	67.67	0	0	22.5567	School-level Data
% Teachers Absent 6+ Days	67.67	69.44	0	45.7033	School-level Data
% Staff Absent 6+ Days	55.56	50	0	35.1867	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

There is a process in place to monitor teacher/staff attendance. We have only a few teachers who are chronically absent. They do miss Mondays and Fridays more so than others.

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	21	14	School-level Data
2. Instructional Planning	0	0	29	6	School-level Data
3. Instructional Strategies	0	3	20	12	School-level Data
4. Differentiated Instruction	0	1	26	8	School-level Data
5. Assessment Strategies	0	2	27	6	School-level Data
6. Assessment Uses	0	3	27	3	School-level Data
7. Positive Learning Environment	0	4	21	10	School-level Data
8. Academically Challenging Environment	0	3	29	3	School-level Data
9. Professionalism	0	0	21	14	School-level Data
10. Communication	0	1	24	10	School-level Data



Middle School Comprehensive Needs Assessment 2019-2020

School Culture Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Student Mobility (%)	0	0	0	0.0000	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	53.1	54.9	56.4	54.8000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	16.1	14.3	14.9	15.1000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	14	30	18	20.6667	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	#33 - I have observed a fight at school	0	0	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	#20 - I treat other students fairly	0	0	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?					
<p>Out of school suspensions affect attendance and grades negatively. Our school is a PBIS school. We have positive interventions in place to hopefully reduce the number of out of school suspensions. Teachers must also follow the discipline plan of counseling a student, contacting their parent, providing some other form of punishment prior to a referral, and then they refer the student to administration. Administration attempts to utilize in school suspension as a first form of punishment instead of out of school suspension. Our school has "Walk Like a Panther" and Panther celebrations that reinforce the positive behaviors.</p>					
Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?					
<p>We will be in our 3rd year of PBIS implementation. Our plan is called walk like a Panther. If positive reinforcement does not work, teachers are asked to counsel students, contact parents, offer alternate punishment prior to a referral to administration. The discipline plan mirrors the board policies. The staff is not consistent but is working diligently towards getting to that consistent implementation. There are only a few teachers who have historical issues. They are supported by our school's Smart Mentors, their grade level teams, and are recommended for professional development.</p>					
Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?					
<p>There are numerous opportunities throughout the school year for training to assist with student discipline. They are available district-wide, school-wide, and individually to teachers who are in need of assistance. Training that would be needed to address student discipline would be strategies in student engagement, deescalation, and positive interventions. Students who are long term suspended return to in school suspension to allow an opportunity in school to make up missed assignments. Teachers and parents are notified immediately regarding any long term suspensions. Parents are asked to reach out to the teachers to receive assignments. Teachers are asked to communicate on a regular basis regarding missed assignments. Students are provided opportunities to make up work upon return from suspension.</p>					
Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?					
<p>Georgia Student Health Survey Results have not been received for this year at this time.</p>					
Reflection Questions: Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?					
<p>No concerns are revealed regarding alcohol/drug abuse or self-harm of the children of Pine Hill Middle. There are very rare cases that are being addressed individually with the students through counseling services with the school counselors. The school counselors also hold individual, small group, and whole class sessions to be proactive regarding</p>					



Middle School Comprehensive Needs Assessment 2019-2020

these concerns. There is currently nothing that needs to change to improve on these particular concerns.

Family and Community Engagement Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
External Business/Community Partnerships (#)	4.0	4.0	4+	4.0000	School-level Data
Community Events (#)	3.0	3.0	6.0	4.0000	School-level Data
School Events (#)	24.0	18.0	20.0	20.6667	School-level Data
Parent Training Workshops (#)	3.0	3.0	4.0	3.3333	School-level Data
Curriculum Nights (#)	3	2	3	2.6667	School-level Data

Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

1
 Implement rigorous curriculum through the use of evidence based instructional strategies in literacy to raise the percentage of students scoring Proficient

2
 Implement rigorous curriculum through the use of evidence based instructional strategies in numeracy to raise the percentage of students scoring proficient

3
 Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 stars out of 5 stars by the end of the 2020-21



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CCRPI	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Sources
CCRPI Score - School	63.5	62.1	56.4	60.6667	GADOE portal
CCRPI Score - District	57.9	63.1	68.3	63.1000	
CCRPI Score - State	73.6	72.9	76.6	74.3667	
Georgia Milestones	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Developing Learner or Above - ELA	59.7	52.5	59.2	57.1333	SLDS
% Developing Learner or Above - Math	58.8	55.6	57.8	57.4000	
% Developing Learner or Above - Science	44	29.8	32.5	35.4333	
% Developing Learner or Above - Social Studies	66.8	63.7	58.8	63.1000	
% Proficient or Distinguished Learner - ELA	14.9	16.1	21.9	17.6333	
% Proficient or Distinguished Learner - Math	13.8	14.1	11.3	13.0667	
% Proficient or Distinguished Learner - Science	9.7	4.9	7.3	7.3000	
% Proficient or Distinguished Learner - Social Studies	28.8	22.8	14	21.8667	
iReady	Mid-Year 2016-2017	Mid-Year 2017-2018	Mid-Year 2018-2019	3-yr Avg	Data Source
% Students Reading on Grade Level - 6th Grade	32	15	24	23.6667	iReady->Reports
% Students Reading on Grade Level - 7th Grade	32	22	22	25.3333	
% Students Reading on Grade Level - 8th Grade	31	25	22	26.0000	
On Grade Level Lexile (%)					iReady->Reports
% Students Math on Grade Level - 6th Grade	40	19	31	30.0000	iReady->Reports
% Students Math on Grade Level - 7th Grade	19	23	11	17.6667	
% Students Math on Grade Level - 8th Grade	18	19	19	18.6667	
On Grade Level Quantile (%)					iReady->Reports
<p>Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?</p>					
<p>The activities in i-Ready Reading are designed to increase Lexiles levels in reading. Ongoing Professional Learning has been provided through i-Ready Reading and the RCSS Curriculum Department. Teachers review i-Ready reports with parents and discuss Lexile levels. The media specialist can utilize the student Lexile measure to offer certain books to students based on their ability. This will help to decrease student frustration when reading.</p>					
<p>Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?</p>					
<p>The activities in i-Ready Math are designed to increase Quantile levels in math instruction. Ongoing Professional Learning has been provided through i-Ready Math and the RCSS Curriculum Department.</p>					



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Student Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Total Student Enrollment	654	690	678	674.0000	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	38	42.5	44.9	41.8000	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	675	655	519	616.3333	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?

The school follows district guidelines regarding attendance. Parent contact is made after the 1st unexcused absence. A letter is sent after the 2nd and 5th unexcused absence. Referrals will be made to DFACS, DJJ, and/or Social Worker. Attendance is recorded daily by homeroom teachers. If a student reports to school late a report is sent on a daily basis for teacher's to update the attendance taken. Attendance issues are addressed by phone calls, letters home, and home visits by the social worker. The data clerk and social worker monitor attendance and its impact on the CCRPI score.

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	1	0	0	0	School-level Data
Teaching Staff # of Years in Current School	20	17	0	0	School-level Data
Teaching Staff # of Years in Profession	3	7	14	6	School-level Data
	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
% Administrator Absent 6+ Days	67.67	0	0	22.5567	School-level Data
% Teachers Absent 6+ Days	67.67	69.44	0	45.7033	School-level Data
% Staff Absent 6+ Days	55.56	50	0	35.1867	School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

There is a process in place to monitor teacher/staff attendance. We have only a few teachers who are chronically absent. They do miss Mondays and Fridays more so than others.

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	21	14	School-level Data
2. Instructional Planning	0	0	29	6	School-level Data
3. Instructional Strategies	0	3	20	12	School-level Data
4. Differentiated Instruction	0	1	26	8	School-level Data
5. Assessment Strategies	0	2	27	6	School-level Data
6. Assessment Uses	0	3	27	3	School-level Data
7. Positive Learning Environment	0	4	21	10	School-level Data
8. Academically Challenging Environment	0	3	29	3	School-level Data
9. Professionalism	0	0	21	14	School-level Data
10. Communication	0	1	24	10	School-level Data



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School Culture Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
Student Mobility (%)	0	0	0	0.0000	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	53.1	54.9	56.4	54.8000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	16.1	14.3	14.9	15.1000	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	14	30	18	20.6667	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	#33 - I have observed a fight at school	0	0	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	#20 - I treat other students fairly	0	0	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
<p>Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?</p> <p>Out of school suspensions affect attendance and grades negatively. Our school is a PBIS school. We have positive interventions in place to hopefully reduce the number of out of school suspensions. Teachers must also follow the discipline plan of counseling a student, contacting their parent, providing some other form of punishment prior to a referral, and then they refer the student to administration. Administration attempts to utilize in school suspension as a first form of punishment instead of out of school suspension. Our school has "Walk Like a Panther" and Panther celebrations that reinforce the positive behaviors.</p>					
<p>Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?</p> <p>We will be in our 3rd year of PBIS implementation. Our plan is called walk like a Panther. If positive reinforcement does not work, teachers are asked to counsel students, contact parents, offer alternate punishment prior to a referral to administration. The discipline plan mirrors the board policies. The staff is not consistent but is working diligently towards getting to that consistent implementation. There are only a few teachers who have historical issues. They are supported by our school's Smart Mentors, their grade level teams, and are recommended for professional development.</p>					
<p>Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?</p> <p>There are numerous opportunities throughout the school year for training to assist with student discipline. They are available district-wide, school-wide, and individually to teachers who are in need of assistance. Training that would be needed to address student discipline would be strategies in student engagement, deescalation, and positive interventions. Students who are long term suspended return to in school suspension to allow an opportunity in school to make up missed assignments. Teachers and parents are notified immediately regarding any long term suspensions. Parents are asked to reach out to the teachers to receive assignments. Teachers are asked to communicate on a regular basis regarding missed assignments. Students are provided opportunities to make up work upon return from suspension.</p>					
<p>Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?</p> <p>Georgia Student Health Survey Results have not been received for this year at this time.</p>					
<p>Reflection Questions: Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?</p> <p>No concerns are revealed regarding alcohol/drug abuse or self-harm of the children of Pine Hill Middle. There are very rare cases that are being addressed individually with the students through counseling services with the school counselors. The school counselors also hold individual, small group, and whole class sessions to be proactive regarding</p>					



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these concerns. There is currently nothing that needs to change to improve on these particular concerns.

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Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

1
 Implement rigorous curriculum through the use of evidence based instructional strategies in literacy to raise the percentage of students scoring Proficient

2
 Implement rigorous curriculum through the use of evidence based instructional strategies in numeracy to raise the percentage of students scoring proficient

3
 Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 stars out of 5 stars by the end of the 2020-21

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

High academic achievement and success for all

Performance Objective (Aligned to RCSS Strategy Map):

Increase student performance at or above grade level

Initiative 1 (SMART Goal):

Implement rigorous curriculum through the use of evidence based instructional strategies in literacy to raise the percentage of students scoring Proficient and above on the ELA Georgia Milestones from 20% to 23% on the 2021 Milestones at the end of the 2020-21 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All teachers will implement the USA TestPrep program.	https://www.evidenceforessa.org/programs/reading/usa-test-prep-reading		AP Michelle Olivares	Lesson Plans, IReady usage reports,	One day per week in ELA from September 2020 to May 2021	Title I, 28,500
Continue to implement the "New Leaders" (an aspiring principals program) strategies of unpacking the standards and aligning the tasks/assessments to the rigor of the standard	https://www.evidenceforessa.org/programs/math/aspiring-principals-program-app		New Leaders Team - led by AP Michelle Olivares and Principal C. Robinson	Lesson plans, classroom observations	September 2020 - April 2021	District

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

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Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All students will show an increase in literacy using graphic organizers, whole group instruction, ability based small group instruction, and student conferencing/feedback/goal setting.	https://www.marzanoresearch.com/research/database/data		C. Robinson	Conference logs, teacher observations, lesson plans, work samples	September 2020 - April 2021	Rubicon Teacher Toolbox, iReady reports, Graphic organizers, student conference sheets, grouping strategies

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Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

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2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map):

Increase Student Performance at or Above Grade Level

Initiative 2 (SMART Goal):

Implement rigorous curriculum through the use of evidence based instructional strategies in numeracy to raise the percentage of students scoring proficient and above on the Math Georgia Milestones from 11% to 14% on the 2021 Milestones at the end of the 2020-21 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Math teachers in grades 6-8 will implement Project Based Learning to increase academic achievement, 21st Century competency skills, equity, and motivation.	https://www.evidenceforessa.org/programs/math/usa-test-prep-math		Instructional Spc. Mincey	Lesson plans, observations, student work samples	September 2020 - April 2021	Title I, Professional Learning materials needed for teachers to implement PBL.
Math teachers in grades 6-8 will implement Marzano's vocabulary strategies to enhance students' understanding of Math concepts and increase academic achievement.	https://www.marzano-research.com/research/database/data		Instructional Spc. Mincey	Lesson plans, observations, student work samples, comparison of pre and post test scores, district	September 2020 - April 2021	Title I, Professional Learning, Purchase "Building Academic Background Knowledge" and "Vocabulary for the New Science Standards" by Robert

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map):

Increase Student Performance at or Above Grade Level

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Implement rigorous curriculum through the use of evidence based instructional strategies in numeracy to raise the percentage of students scoring proficient and above on the Math Georgia Milestones from 11% to 14% on the 2021 Milestones at the end of the 2020-21 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All students will show an increase in literacy using graphic organizers, whole group instruction, ability based small group instruction, and student conferencing/feedback/goal setting.	https://www.marzanoresearch.com/research/database/data		Instructional Spc. Mincey	Lesson plans, observations, student work samples, comparison of pre and post test scores, district	September 2020 - April 2021	Title I, Professional Learning, Purchase "Building Academic Background Knowledge" and "Vocabulary for the New Science Standards" by Robert

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

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Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

High Performing Culture and Workforce

Performance Objective (Aligned to RCSS Strategy Map):

Improve the Safety and Orderliness of Environments

Initiative 3 (SMART Goal):

Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 stars out of 5 stars by the end of the 2020-21 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
As a school, we will have a book study using Ron Clark's "Essential 55". We will focus on 5 "essentials" as a school. Teachers will also individually select 5 "essentials" to work on at the classroom level	https://www.evidenceforessa.org/programs/reading/ron-clark-academy		AP Michelle Olivares and Instructional Spc. Mincey	SWIS Data, Infinite Campus Data, PBIS	September 2020-May 2021	Professional Learning for school culture and climate

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Goal Area (Aligned to RCSS Strategy Map):

High Performing Culture and Workforce

Performance Objective (Aligned to RCSS Strategy Map):

Improve the Safety and Orderliness of Environments

Initiative 3 (SMART Goal):

Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 stars out of 5 stars by the end of the 2020-21 school year.

Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

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Performance Objective (Aligned to RCSS Strategy Map):

Improve the Safety and Orderliness of Environments

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Evidence-Based Action Steps	ESSA Linked Evidence (Insert URL)	ESSA Evidence Level	Leader Overseeing the Action Step	Evidence the Leader will Collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Written Rationale

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://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.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.

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Written Rationale

Rationale #1							
Initiative:	Implement rigorous curriculum through the use of evidence-based instructional strategies to raise the percentage of students scoring proficient or higher on the English Language Arts Georgia Milestones from 20% to 23% on the 2021 Milestones by the end of the 2020-2021 school year.						
Action Step:	ELA teachers in grades 6-8 will implement Marzano's vocabulary strategies to enhance students' understanding of ELA vocabulary, reading comprehension and increase academic achievement.						
Current Research to Support this Action Step	Robert Marzano suggests closing the achievement gap on state standardized test, among all subgroups, by increasing academic vocabulary knowledge through a students' ability to process and store the information and through the frequency the student experiences the academic vocabulary within the content. Implementing Marzano's six-step process exposes students to the content specific vocabulary through multiple modes of learning. Marzano's research proves that when his vocabulary strategies are implemented with fidelity, students will gain academic background knowledge and show an increase in state standardized test scores. Research has shown that students have increased learning gains when taught through the use of real world applications and performance-based methods versus the traditional learning						
Expected Results	Students will show gains in English Language Arts on the Georgia Milestones assessments						
How will Success be Measured?	2020 Georgia Milestones data will be used as a baseline for growth for the 2021 Georgia Milestones.						
Data Points	Beginning of Year	Jul-20	Goal	23% proficient on 2021 Georgia Milestones ELA	Actual	TBD	
Status Checkpoint Dates:	Scheduled District Benchmarks						
End-of-Year Results and Reflection							

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Written Rationale

Rationale #2							
Initiative:	Implement rigorous curriculum through the use of evidence-based instructional strategies to raise the percentage of students scoring proficient or higher on the Math Georgia Milestones from 11% to 14% on the 2021 Milestones end of the 2020-2021 school year.						
Action Step:	Math teachers in grades 6-8 will implement Marzano's vocabulary strategies to enhance students' understanding of Math concepts and increase academic achievement.						
Current Research to Support this Action Step	academic vocabulary knowledge through a students' ability to process and store and the information and through the frequency the student experiences the academic vocabulary within the content. Implementing Marzano's six-step process exposes students to the content specific vocabulary through multiple modes of learning. Marzano's research proves that when his vocabulary strategies are implemented with fidelity, students will gain academic background knowledge and show an increase in state standardized test scores. Research has shown that students have increased learning gains when taught through the use of real world applications and performance based methods versus the traditional learning						
Expected Results	Students will show gains in Math on the Georgia Milestones assessments.						
How will Success be Measured?	2020 Georgia Milestones data will be used as a baseline for growth for the 2021 Georgia Milestones.						
Data Points	Beginning of Year	Jul-20	Goal	Georgia Milestones Math	Actual	TBD	
Status Checkpoint Dates:	Scheduled District Benchmarks						
End-of-Year Results and Reflection							

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Written Rationale

Rationale #3						
Initiative:	Implement research based practices, strategies, and interventions to maintain the school climate rating at 4 out of 5 stars by the end of the 2020-21 school year.					
Action Step:	As a school , we will have a book study using Ron Clark's "Essential 55." We will focus on 5 essentials as a school and teachers will individually select five essential to work on at the classroom level.					
Current Research to Support this Action Step	The Essential 55 serves as a success model and has current research to support the action step. Ron Clark has a success private school "Ron Clark Academy" which he offer professional learning to educators throughout the year.					
Expected Results	The expected result is to maintain the school's culture and the school's climate rating of 4 out of 5 stars.					
How will Success be Measured?	2021 teacher, parent, and student Georgia survey data for 2021 Georgia Milestones.					
Data Points	Beginning of Year	Jul-20	Goal	Reduce Referrals by 10%	Actual	TBD
Status Checkpoint Dates:	Each Nine Weeks					
End-of-Year Results and Reflection						

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Written Rationale

Rationale #4							
Initiative:							
Action Step:							
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							

2019-2020 School Improvement Plan – Middle

Revised March 29, 2019

Written Rationale

Rationale #5							
Initiative:							
Action Step:							
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							