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 Hephzibah, GA 30815
 Telephone 706.592.3987



Kierstin Johnson, Principal
 Jonavon Harris, Assistant Principal
 Cameron Henry, Assistant Principal

School Council Meeting					
Meeting Date	2/26/2021	Time	2:00 pm	Location	MS Teams
Meeting Leader	Dr. Kierstin Johnson			Gatekeeper	Dr. Johnson
				Scribe	N. Murdaugh
Meeting Purpose	Introduction and election of Council				
Meeting Preparation					
Time	Agenda Items				Process/ Responsible
	1. Call to Order				Dr. Johnson
	<p>1. Welcome and Introductions</p> <p>2. By-Laws Update and Review Dr. Johnson share the by-laws with everyone before the meeting. She took the time to go over what the purpose, role, membership and term of the school council.</p> <p>3. Election or appointment for the 3 positions on School Council</p> <ul style="list-style-type: none"> a. President –Mr. Keith Johnson b. Vice-President -Dr. Rella Hicks c. Secretary- Mrs. Nicole Murdaugh <p>4. Principal’s Report</p> <ul style="list-style-type: none"> ➤ SCMS School Improvement Plan(SIP) <p>Dr. Johnson shared the 3 goals for the school this year along with the plan on how to reach the goal. See presentation for more details.</p> <ul style="list-style-type: none"> ➤ School Success focus: Literacy and Technology <p>Dr. Johnson stated how important Literacy is for all students’ education. She spoke about a program that we are currently using called Language Live. Dr. Johnson also spoke about an exciting program coming to Spirit Creek soon.</p> <p>5. Other Business?</p> <ul style="list-style-type: none"> ➤ Mr. Johnson asked about a generalized platform to find out information for our students. ➤ Dr. Hicks informed us about the running (cumulative) grades in the CANVAS platform. She also informed us about missing items form previous quarters. This was something that could not be changed. 				<p>Dr. Johnson/ Everyone</p> <p>Dr. Johnson</p> <p>Dr. Johnson</p> <p>Dr. Johnson</p> <p>Everyone</p> <p>Dr. Johnson</p>

6. Next Meeting Date: March 26, 2021 at 2:00 pm via Microsoft Team

Adjourn

Status	Action to be taken	Responsible	Due Date

Team Members	2/26/21							
Cochran, Raynard	X							
Hicks, Rella	X							
Johnson, Keith	X							
Johnson, Kierstin	X							
Murdaugh, Nicole	X							



Article I: Name

A school council has been established in **Spirit Creek Middle School** in the **Richmond County School System** on **2020-2021**. The name of this school governance council shall be the **Spirit Creek Middle School Council**.

Article II: Purpose

The establishment of school governance councils is intended to help local boards of education by bringing parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns and share ideas for school improvement. School governance councils shall represent the community of parents and businesses.

The members of the school governance council are accountable to the constituents they serve and shall:

1. Maintain a school-wide perspective on issues;
2. Regularly participate in school council meetings;
3. Participate in information and training programs;
4. Act as a link between the school council and the community;
5. Encourage the participation of parents and others within the school community; and
6. Work to improve student achievement and performance.

Article III: School Governance Council Authority

The school governance council shall advise and make recommendations to the principal, local board of education and local school superintendent on matters relating to school improvement and student achievement.

The school governance council shall participate in the selection of the school principal in accordance with the written policy of the local board of education.

The school governance council shall review and approve the school improvement plan.

The school governance council shall review school site budget and expenditure information, and site average class sizes by grade.

The school governance council has the authority to appoint committees, study groups, or task forces for such purposes as it deems helpful and may utilize existing or new school advisory groups.

The school council shall have the same immunity as the local board of education in all matters directly related to the functions of the school governance council.

Article IV: Role of the School Council

The school governance council provides advice and recommendations to the school principal and, when appropriate, the local board of education and local school superintendent, on any matter related to student achievement and school improvement, including but not limited to, the following:

1. Actively participate in the development of and approval of the School Improvement Plan;
2. Review and monitor assessment data for the purpose of improving student achievement;
3. Actively participate in the district accreditation process;
4. Work with the principal to make decisions and recommendations for the use of personnel based on the system allotments;
5. Actively participate in the hiring process for administrative personnel at the school;
6. Recommend school needs to the Richmond County Board of Education during the budget process;
7. Reach consensus in approving the school budget for instructional materials, technology, textbooks, and pupil services;
8. Review and reach consensus in approving textbooks, curriculum and instructional focus of the school;
9. Create a process and communication strategies for involving parents and the community;
10. Review and recommend actions to improve the overall operations and learning environment of the school (examples: school behavior code, dress code, attendance policy, schedule, extra-curricular activities, community service, school calendar, promotion and retention policy).

Article V: Membership

Membership on the school governance council shall be open to principals, teachers, parents, business representatives and other such members as the school governance council may specify in its bylaws. Members of the school governance council shall not receive compensation to serve on a school governance council. Members of the school governance council shall include:

1. **Two** parents or guardians of students enrolled in the school, excluding parents or guardians who are also employees of the school;
2. Two representatives from the business community whose business is located in Richmond County and preferably have children attending the school;
3. **Two** certificated teachers who are employed at least four of the six school segments at the school, excluding any personnel employed in administrative positions;
4. The school principal.

Article VI: Terms

Council members shall be elected for two-year terms. The present School Council format will be maintained to insure that staggered terms are implemented. Council members **may** serve more than one term but not more than two terms on any school governance council.

Article VII: Elections

Elections shall take place between April 1 and May 31 of each year or as deemed necessary by the principal when vacancies exist.

The electing body for the parent members shall consist of all parents and guardians eligible to serve as a parent member of the school council.

The electing body for the teacher members shall consist of all certificated personnel eligible to serve as a teacher member of the school council.

The businesspersons shall be selected in the following manner: The Principal and Council Chair shall seek prospective business representatives from the community. Names will be submitted to the Council for Council vote and approval.

Article VIII: Vacancies

The position of a school council member shall be automatically vacated if:

1. A member resigns by delivering a written resignation to the school council;
2. A member no longer meets the qualifications specified by law; or
3. A member is removed by an action of the school council.

The school council may by a majority vote determine a position vacant if it finds that a member of the council is no longer active in the council due to inactivity, defined as missing three or more of the previous six months meetings, and the lack of communication with the principal or School Governance Chair or unwillingness to follow Council rules and procedures. School Governance Council members will adhere to the Professional Standards Commission Code of Ethics. The effective date of a vacancy shall be determined by the school governance council.

An election within the electing body for a replacement to fill the remainder of an unexpired term shall be held within 30 days, unless there are 90 calendar days or less remaining in the term in which case the vacancy shall remain unfilled.

Article IX: Meetings

All meetings of the council shall be open to the public. The school governance council shall meet no less than **twice yearly**. The council shall also meet at the call of the chairperson, or at the request of a majority of the members of the school governance council.

Notice by mail shall be sent to school governance council members at least seven days prior to a meeting and shall include the date, time and location of the meeting. School governance councils shall be subject to the Open Meetings Act in the same manner as local boards of education.

The school governance council secretary, who will be the principal, may choose a staff member to assist him or her in notifying, in writing, the local newspaper designated as the legal organ of the county of any and all meetings of the school governance council at least twenty-four hours in advance of the meeting.

A quorum must be present in order to conduct official school council business. A quorum is comprised of a majority of school council members. Every question shall be determined by a majority vote of members present. Each member of the school council is authorized to exercise one vote. Proxy votes are not allowed. Members must be present in order to vote.

Article X: Minutes

School governance councils shall be subject to the Opens Records Act, relating to the inspection of public records, in the same manner as local boards of education. A summary of the subjects acted on and the members present at the meeting of the school governance council shall be made available to the public for

inspection at the school office within two business days of the meeting. The minutes shall be provided to the school governance council members, each of whom shall receive a copy of such minutes, within 20 days following each school governance council meeting. The official minutes shall be open to public inspection once approved by the school governance council immediately following the next regular meeting of the school governance council.

Minutes at a minimum shall include the names of the school governance council members present at the meeting, a description of each motion or other proposal made, and a record of all votes. In the case of a roll-call vote, the name of each school governance council member voting for or against a proposal or abstaining shall be recorded. In all other votes, it shall be presumed that the action taken was approved by each person in attendance unless the minutes reflect the name of the persons voting against the proposal or abstaining.

Article XI: Officers of the School Governance Council

The officers of the school governance council shall be a chairperson and a vice chairperson. The principal will serve as the secretary/parliamentarian. Officers of the school governance council shall be elected at the first meeting of the school governance council following the election of school governance council members.

The chairperson, who shall be a parent, will work with the principal to develop the agenda for all meetings, preside at all meetings of the school governance council, and perform such other duties as required by law or as shall be requested by the school governance council.

The vice chairperson shall, in the absence of the chairperson, perform the duties and exercise the powers of the chairperson and shall perform such other duties as shall be requested by the school governance council.

The secretary, who shall be the principal, will act as the clerk of the school governance council, record all votes and minutes of all proceedings, give notice of all meetings of the school governance council, and shall perform such other duties as may be required by law or as shall be requested by the school governance council. The principal may assign a staff member to assist the council as clerk and be responsible for recording all votes and minutes of all proceedings.

Article XII: Duties of the Principal

The school principal shall have the following duties pertaining to school governance councils:

1. Cause to be created a school governance council by convening the appropriate bodies to select school governance council members; setting the initial agenda, meeting time, and location; and notifying all school governance council members of the same;
2. Call meetings of the electing bodies after providing public notice at least two weeks before such meetings;
3. Communicate all school governance council requests for information and assistance to the local school superintendent and inform the school governance council of responses or actions of the local school superintendent;
4. Work with staff and the school governance council to develop the school improvement plan and school operation plan and submit the plans to the school governance council for its review;
5. Provide progress reports regarding the school's student achievement goals; and
6. Perform all of the duties required by law and the bylaws of the council.

Article XIII: Board of Education Responsibilities

The local board of education shall provide all information not specifically made confidential by law, including but not limited to, school site budget and expenditure information and site average class sizes by grade, to the school governance council as requested or as required by state law or state board rule.

The local board shall designate an employee of the school system to attend school governance council meetings as requested by a school governance council for the purpose of responding to questions the school

governance council may have concerning information provided to it by the local board or actions taken by the local board. The central administration shall respond to requests for information from a school governance council.

The local board of education shall receive and consider all recommendations of the school governance council, including the annual report, after a review by the system governance committee:

1. Public notice shall be given to the community of the local board's intent to consider school governance council reports or recommendations;
2. Written notice shall be given to the members of the school governance council at least seven days prior to such local board meeting, along with a notice of intent to consider a school governance council report or recommendation;
3. The members of the school governance council shall be afforded an opportunity to present information in support of the school governance council's report or recommendation; and
4. The local board of education shall respond to each recommendation of the school governance council within 60 calendar days after being notified in writing of the recommendation.

The local board of education shall provide a training program to assist schools in forming a school council and to assist school council members in the performance of their duties. Such program shall address the organization of school councils; their purpose and responsibilities; applicable laws, rules, regulations and meeting procedures; important state and local school system program requirements; and a model school governance council organization plan.

Additional training programs shall be offered to school governance council members annually.

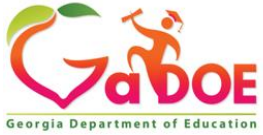
Article XIV: Bylaws

The school governance council shall adopt the bylaws as it deems appropriate to conduct the business of the school council. The adoption of bylaws or changes thereto requires two-thirds affirmative votes.

Article XV: Parliamentary Authority

Robert's Rules of Order, Newly Revised shall be the governing parliamentary authority for school governance councils in all cases applicable but not inconsistent with these bylaws.

2020-2021 SCHOOL IMPROVEMENT PLAN



NAME OF SCHOOL: Spirit Creek Middle School
PRINCIPAL: Kierstin Johnson

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 _____ Date _____

Federal Programs Director _____ Date _____

Revision Date: _____ Revision Date: _____ Revision Date: _____

2020-2021 SCHOOL IMPROVEMENT PLAN

School Name: Spirit Creek Middle School

Date: August 1, 2020

Planning Committee Members

Name	Position/Role	Signature
Kiersitn Johnson	Principal	
Jonavon Harris	Assistant Principal	
Rella Hicks	Teacher	
Raynard Cochran	Teacher	
Jarmichael Jones	Teacher	
Laraine Johnson	Teacher	
	Teacher	
	Teacher	
Nicole Cain	Family Facilitator	
Kandence Kelly	Parent	
Keith Johnson	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.

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Spirit Creek Middle School				
Principal:	Kierstin Johnson				
Date Last Revised:	August 1, 2020	Goal Area:	High Performing Workforce	Performance Objective:	Improve Employee Retention

Initiative 1 (SMART Goal):	During the 2020-2021 school year, Spirit Creek Middle School induction teachers will account for less than 40% of Spirit Creek Middle School's discipline referrals.							
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed	Funding Source	
Provide school-based mentors at a 3:1 ratio to support induction teachers with bi-weekly meetings with a defined focus on classroom management and de-escalation strategies.	https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-	State/District Initiative	K. Johnson	Mentor-Mentee Assignment	September 2020		N/A	
Weekly mentor/mentee "check-in" and assignment of "follow-up" plan on designated tasks to be recorded in shared OneDrive folder, monitored, and supported by school administration.	https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-	State/District Initiative	R. Hicks	Agenda Meeting Minutes	September 2020 – May 2021	Canvas Training, Professional Learning	N/A	
SCMS Induction Program will include a virtual library of professional learning sessions on focus topics created for and shared with all induction teachers. Each session followed with a scheduled virtual Q & A session.	https://ies.ed.gov/ncee/wwc/Intervention/804	State/District Initiative	R. Hicks	Canvas Coursework and Student's Time on Task Report	September 2020 – May 2021	Canvas Training, Professional Learning	N/A	

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Spirit Creek Middle School						
Principal:	Kierstin Johnson						
Date Last Revised:	August 1, 2020	Goal Area:	High Performing Workforce	Performance Objective:	Enhance Professional Learning for All Employees		
Initiative 2 (SMART Goal):	During the 2020-2021 school year, 70% of Spirit Creek Middle School Language Arts teachers will perform at level three or higher in the area of Instructional Delivery as measured by the Summative Evaluation on the Teacher Keys Effectiveness System.						
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed	Funding Source
Teachers will receive professional learning throughout SY21 in literacy and integration of CANVAS Learning Management System.	https://files.eric.ed.gov/fulltext/EJ1104478.pdf	Promising	N. Cain	Agenda, Meeting Minutes, PL Logs, ELEOT Data	August 2020 – May 2021	Canvas Training	N/A
Teachers will participate in weekly collaborative planning sessions based on the Backwards Design Planning Model.	https://files.eric.ed.gov/fulltext/EJ944027.pdf	Promising	N. Cain	Canvas Coursework and Student's Time on Task Report	September 2020 – May 2021	Canvas Training; Paper; Ink; Folders; Sticky Notes; Staples; Staplers; Paper Clips; Whiteboard; Dry	N/A
Teachers will record 4 classroom sessions for peer review and self-reflection that focus on the implementation of research-based instructional strategies relating to the area of Assessment Of and For Learning.	https://www.gadoe.org/School-Improvement/School-	State/District Initiative	New/ Le. Johnson	Observation Schedule; Focus walk analysis report	October 2020 – April 2021	Video Camera; Camera Stand	Title One A
Each grade level will create 2 common assessments aligned to our district pacing guide per grading period to be administered and scored using the tools in Canvas.		State/District Initiative	K. Johnson	Canvas Test Scores	November 2020 and February 2021	Canvas Training	
Teachers will utilize the Language Live! Literacy Program as a RtI Tier 2 Intervention	https://files.eric.ed.gov/fulltext/EJ1104478.pdf	Promising	N. Cain	Student Benchmark Scores; Student Lexile Scores	October 2020 – May 2021	Language Live Training; Language Live Software	Title One A

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Spirit Creek Middle School						
Principal:	Kierstin Johnson						
Date Last Revised:	August 1, 2020	Goal Area:	High Performing Workforce	Performance Objective:	Enhance Professional Learning for All Employees		
Initiative 3 (SMART Goal):	During the 2020-2021 school year, 70% of Spirit Creek Middle School Mathematics teachers will perform at level three or higher in the area of Standard Assessment of and For Learning as measured by the Summative Evaluation on the Teacher Keys Effectiveness System.						
Evidence-Based Action Steps	Link to ESSA Evidence	ESSA Evidence Level	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/R esources Needed	Funding Source
Teachers will receive professional learning throughout SY21 in mathematics manipulatives and integration of CANVAS Learning Management System.	https://files.eric.ed.gov/fulltext/EJ1104478.pdf	Promising	N. Cain	Agenda, Meeting Minutes, PL Logs, ELEOT Data	August 2020 – May 2021	Canvas Training	N/A
Teachers will participate in weekly collaborative planning sessions based on the Backwards Design Planning Model.	https://files.eric.ed.gov/fulltext/EJ944027.pdf	Promising	N. Cain	Canvas Coursework and Student's Time on Task Report	September 2020 – May 2021	Canvas Training	N/A
Teachers will record 4 classroom sessions for peer review and self-reflection that focus on the implementation of research-based instructional strategies relating to the area of Assessment and For Learning.	https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Events%20and%20Conferences.aspx	State/District Initiative	New/ Le. Johnson	Observation Schedule; Focus walk analysis report	October 2020 – April 2021		
Sixty laptops purchased for student use for accessing digital resources through Canvas for instructional and assessment purposes.	http://www.bestevidence.org/word/tech_read_April_25_2012_sum.pdf	Promising	K. Johnson	Receipt of Payment	October 2020		Title One A
Each grade level will create 2 common assessments aligned to our district pacing guide per grading period to be administered and scored using the tools in Canvas.		State/District Initiative	K. Johnson	Canvas Test Scores	November 2020 and February 2021	Canvas Training	

2020-2021 SCHOOL IMPROVEMENT PLAN

Performance Measure (with unit of measure)	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actual Year 2	Target Year 3	Actuals Year 3	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2019-2020)	(2020-2021)	(2020-2021)	(2021-2022)	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)	(2023-2024)	(2024-2025)	(2024-2025)
Increase the percentage of students scoring Proficient or above on the Georgia Milestones ELA EOG	18%	22%									
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG and EOC	10%	12%									
Increase the percentage of students scoring Proficient or above on the Grade 8 Science EOG and EOC	7%	13%									
Increase the percentage of students scoring Proficient or above on the Grade 8 Social Studies EOG	9%	8%									
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	57.2	67.2									

2020-2021 SCHOOL IMPROVEMENT PLAN

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
1	Teachers will engage in on-going professional learning. This learning will include: (1) 8-hours of literacy based workshops for all teachers and, and (2) 4 peer focused. Teachers will document regular use of at least 4 strategies.	October 2020 - April 2021		Cain	Johnson, Cain, Teacher Support Team ***** * Agenda, Sign-In Sheet, Survey, TKES Observations, ELEOT Observations	Job Embedded Professional Learning and Job Embedded Professional Learning Activities; Student Work Samples; Observation Notes: Student i-Ready Lexile Scores
1 and 2	Teachers will engage in professional learning sessions relating to Instructional Delivery and Assessment Of and For Learning.	October 2020 - April 2021		Cain	Johnson, Henry, Harris, Teacher Support Team ***** * Agenda, Sign-In Sheet, Survey, TKES Observations, ELEOT	Tuning Protocol Reflection Form, Student Work Samples, Student Data
1, 2, and 3	Teachers will engage in professional learning that promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning. (District Instructional Strategies Focused, and PL Book Study [Teach Like a Champion: Chapters 1, 2, 3, 4]). Each month teachers will read designated portions of the book and apply at least one strategy a month within their classroom.	VLL: 9/13 - 12/14: Chapters 1, 2, and 3. 1/7 - 4/19: Chapters 3 and 4 ***** ***** VLM: 9/13 - 12/14: Chapters 1, 2, and 3. 1/7 - 4/19: Chapters 3 and 4 ***** ***** TLC: 9/13 - 12/14: Part 4. 1/7 - 4/19: Part 2.3, 2.4, 2.5, and 3.7	\$500 -Title One	Cain	Agenda, Sign-In Sheet, Survey, TKES Observations, ELEOT Observations	Peer Observation Forms, TKES Observations, ELEOT Observations, Lesson Plans, Student Work Samples

2020-2021 SCHOOL IMPROVEMENT PLAN

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.	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	District coordinates activities
Grants	

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.

2020-2021 SCHOOL IMPROVEMENT PLAN

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;

To create the School Improvement Plan, the Leadership Team reviewed the five schools' Georgia Milestone and i-Ready data and concluded that there were significant deficits in reading, math and writing. Based on this, a needs assessment plan was developed to address deficiencies to assist students in meeting the state and local educational agency academic standards.

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:	Specific for ELL students – instructional materials and supplies, technology, teachers, software. Also, an instructional teacher is allotted for student to receive ELL services.
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.

Spirit Creek Middle School will implement the local educational agency's Response to Intervention (RtI) process to address the needs of all students. All students will start on Tier 1 where everyone will receive the same instruction. Students will be given the i-Ready Universal Screener and will be grouped within class clusters based on the screener and teacher observation. During each step of the RtI process, teachers will hold RtI conferences with parents. At Tier 3, the team will involve the school psychologist. Documentation will be uploaded into Infinite Campus and sent home. In addition to intervening on academics, teachers and administrators will utilize the RTI process to address student behavior.

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- 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;**

In our efforts to reduce off task behavior and respect instructional time, all activities will be organized and adhered to scheduled times. Teachers will be prepared with their instructional map daily. Instructional materials such as lesson plans, tasks, books, instructional supplies, etc. will be ready prior to students entering the classroom. The administrators will actively monitor this process.

Regarding teacher participation in decision-making, Spirit Creek has a leadership team which is composed of the principal, assistant principals, academic support specialists, Instructional Learning Center teacher, and media specialists. The committee meets on a monthly basis to discuss student achievement issues and concerns. Additionally, all teachers serve on one of three school improvement teams -- Discipline Data Team, or Positive Behavior Intervention Team, or Student Assistance Team.

Academic team schedules are planned within the parameters of the school's master schedule. Teachers share instructional strategies and "best practices" for teaching/instruction. Special Education teachers meet with inclusion teams and as a group. Spirit Creek teachers are given the opportunity to meet vertically and horizontally. Student support team meetings are held to discuss student problems in academics, discipline, and attendances.

Regarding activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement, Spirit Creek Middle will utilize I-Ready personalized instruction to meet the needs of individual students. USA Test Prep and Edgenuity will be utilized as additional support.

All teachers will receive professional learning throughout the year on evidence-based methods and instructional strategies. In addition, administrators as well as the school's Instructional Specialist will give school-based professional learning.

2020-2021 SCHOOL IMPROVEMENT PLAN

- 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;**

Spirit Creek Middle School will work towards providing each student with what he or she needs to meet or exceed state and national standards.

The following opportunities are provided for all students:

- *RCK12 Instructional Framework – Allows the students to know where they are in the daily learning process during classroom instruction.*
- *I-Ready – i-Ready Universal Screener - tests provide an assessment of standards taught thus far. Teachers resolve any significant discrepancies between expectancy and performance data by driving the instruction based on the data.*
- *Differentiated Instruction – Differentiated Instruction is driven by the student assessment data to help identify each student's specific need(s).*
- *Teacher Commentary (on student work) – Teacher Commentary is feedback after the student's work has been assessed. The feedback tells students whether they met, did not meet, or exceeded the standard related to the assignment. The Commentary also identifies the next step(s) for the students.*
- *Classroom Inclusion – Students with intellectual, academic, social, and emotional deficits are included in regular classes throughout the school year.*
- *Computer Labs and individualized student laptops that provide opportunities for math tutoring and acceleration.*
- *Mobile Carts – We would like to purchase additional mobile carts with a goal of every classroom teacher having access to technology for interventions and differentiation of instruction via I-Ready Online Instruction Modules.*

Georgia Milestones and other related CCRPI data will be used to determine if the school has met the needs of students.

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- 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);**

In order to offer students additional access to opportunities for preparation and awareness of postsecondary education and the workforce, SCMS will implement a career awareness course in all grade-levels. Additionally, students are offered high school credit in the following courses: Algebra 1, and American Government.

- 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.);**

Spirit Creek Middle School will implement the district's Response to Intervention protocol and the school's Positive Behavioral Interventions and Supports (PBIS) plan.

- 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;**

Spirit Creek Middle will continue to use school-based professional development activities designed to improve instruction based on data digs from a variety of sources. School personnel and district consultants will provide professional development and other consultants based on needs. Teachers will continue to collaborate.

All teachers will receive professional learning throughout the year on evidence-based methods and instructional strategies. Sources of external professional learning include the Georgia Department of Education, i-Ready, Sadlier Oxford, Literacy Specialist—Rebecca Harper, Discovery Education and Scholastic Education. Additionally, teachers will receive training on mathematic strategies through district scheduled professional development days. Additional professional development covering differentiated instruction, close reading of complex text, Lexile, answering constructed response questions, and assessment strategies will be offered on school site. Teachers will also receive training in math curriculum through district scheduled professional development days. Additionally, site based professional learning will cover differentiation, CRA model of Math instruction, Quantile and Assessment and instructional Strategies in Math.

Technology: Technology training on utilizing various online resources and technology programs such as i-ready, Read 180, LanguageLive!, Edgenuity and USA Test Prep will be conducted by the district professional learning instructional technology department. Additional differentiated training will be given

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to grade level teams based on their needs and interests.

Paraprofessionals and Instructional Specialists will obtain professional learning from the district.

Spirit Creek Middle School works with the Human Resource Department and the Teaching and Learning Department to assist us recruit highly qualified teachers. New teachers receive training on the district level through the Smart Mentor program. The mentor will work with the new teacher for his/her first three years.

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

Regarding student transitions from elementary school, the following plans will be implemented for rising fifth grade children in the transition from early childhood programs. Also included are transition plans for students entering from private schools as well as students entering middle school and high school. The plans also take into consideration the needs of students entering our school throughout the school year.

Open House at the beginning of the school year is a means by which parents, as well as students come to meet and talk to the teachers, explore the classroom environment, and tour the school.

Parental visitation and conferences are encouraged throughout the school year. This strategy will help parents receive first-hand information about what is expected and how they can be instrumental in helping their child function effectively in our school.

Communications in the form of school and county handbooks, resource materials, school newsletters, daily/weekly reports, letters, notes, and telephone calls are used to assist parents and the school in working hand in hand to help students while creating a positive classroom/school environment.

Spirit Creek Middle School's Guidance counselor prepares 5th grade students for middle school in several ways. The counselor speaks to the rising 6th graders at their home schools. Towards the end of the school year, 5th grade students come to Spirit Creek Middle for a program and a tour of the school. At the start of each school term, a parent night is held for 6th grade students and their parents. During these events parents and students are given the opportunity to ask questions, gain information about middle school, and begin to adjust to the middle school concept. Other information will be provided such as the differences between elementary and middle school discipline issues, attendance protocols, and immunization requirements.

Regarding eighth grader transitions to high school, our school's guidance counselor also arranges for 8th grade students to meet with high school representatives to discuss high school transition. A certified youth counselor also meets with rising 9th graders to discuss social transitioning to high school, being organized, and community supports for students.

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

- a. 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;**

The School-Wide Plan development is a monitoring plan of the 2019-20 plan through, faculty input/monitoring sessions, and identified adjustments due to the COVID 19 Pandemic in Spring 2020. Leadership team, based on available data and trends, modified our current plan based on goals still in progress and next steps. In addition, stakeholder input sessions are embedded within the process.

- 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;**

A variety of stakeholders including district personnel, administrators, administrative support personnel, instructional coaches, parent facilitator, teachers, parents, students, and community members contributed to development of the 2020-2021 School Improvement Plan.

- 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;**

The plan will be regularly monitored and revised as necessary based on the needs of the students in order to provide all students with the opportunity to meet state academic standards by utilizing districtwide benchmarks given throughout the year and student Lexile and Quantile diagnostic assessments.

- 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.**

The plan once reviewed, edited, and approved will be shared with all stakeholders at a parent meeting and posted on the school’s website. For parents that speak another language Spirit Creek Middle School will work with the district’s ELL Specialist to develop communication in needed languages.

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4. ESSA Requirements to include in your Schoolwide Plan

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

To ensure our interventions are evidenced-based, the SIP team conducted a root cause analysis to review our data and practices to prioritize our areas of improvement; we identified specific strategies for improvement. We attended a School Improvement Plan training hosted by the Federal Programs department and the Accountability department to provide training relating to find evidence based research for our interventions. Lastly, Title I Program Specialists work with school's to vet interventions. We also use an inventory list of current districts approved instructional materials, practices and interventions.

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.

We will implement effective engagement strategies by offering flexible meeting times, parent volunteer training, providing information in a timely manner with a description and explanation, a parent resource center, as well as three curriculum nights. If the need arises, we will work with the District Title III Program Specialist to help us with letters as well as interpreters or devices to help our EL parents take part in school activities. In addition, the school will hire a Family Service Facilitator to further connect with the parents and serve as a resource for parents in connecting both home and school.

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**
- 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)**

Strategies we will use to facilitate effective transition for students from middle school to high school include creating opportunities for students to correspond with ninth grade buddies; inviting high school students for a Q&A session with eighth grade students, inviting the ninth grade teachers and counselors to meet with the eighth teachers; host visits for students to visit the high school; allow the ninth grade counselors to come and visit with the eighth graders; inform parents/guardians about all transition activities and encourage them to get involved.

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- 5. Evaluation of the Schoolwide Plan** Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).
 - a. Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in tum, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).**

Due to Covid-19 pandemic state assessment were not given for the 2019-20 school year. Within the classroom, teachers will use multiple assessment opportunities such as formative and summative assessments in effort to assess students' performance. In addition, i-Ready Screener will be utilized to further assess students' readiness level on grade level content. Based on students' performance on the i-Ready assessments, instruction will be adjusted in order to meet the various needs of the students. Additionally, District Benchmark Assessments will be given quarterly to further assess students' performance on grade level content. With the combination of data, the teachers will adjust instruction in order to meet the needs of the students. To determine growth, teachers will incorporate progress monitoring (check points) to determine students' growth. Based on the student data, the school-wide plan will be adjustment accordingly which allow for continuous improvement. We will use the surveys to gather input from our parents, students, and faculty at the beginning of the year, review the information from last climate survey to gather data about our school. We will use the information to help us meet our goal we have set forth in our SIP for the 2020-2021 school year.

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://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.

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						