

School:	Murphey Middle School				
Principal:	Carl Prescott				
Date Last Revised:	7/3/20	Goal Area:	Student Achievement and Success.	Performance Objective:	Establish and monitor non-negotiable achievement and instructional expectations.

Initiative 1 (SMART Goal): The combined number of students scoring in the categories of developing, proficient, and distinguished as measured by the CCRPI Content Mastery Computation shall increase by 6 percentage points as follows: In ELA from 24% in Spring of 2019 to 30% in Spring of 2021, AND in Math from 18% in Spring of 2019 to 24% in Spring of 2021, AND in Science from 8% in Spring of 2019 to 14% in Spring of 2021, AND in Social Studies from 16% in Spring of 2019 to 22% in Spring of 2021.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
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.	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd</a>	Strong	API and Coach	Common Assessment, Scored Common	08/06/2020-10/01/2021	Professional Learning for Canvas, building assessments, Professional Learning	General Funds 1003 A Funds
Monitor the data analysis protocol for teachers	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ddd</a>	Strong	API, Coach, and Math Chair	Lesson Plans, Observations, LP Analysis, DAP	08/06/2020-05/25/2021	Professional Learning. Beacon	General Funds 1003 A Funds
Monitor the formal collaborative planning framework	<a href="http://www.bestevidence.org/word/CSR_Q_MS_and_H">http://www.bestevidence.org/word/CSR_Q_MS_and_H</a>	Strong	API and Coach	Assessment, Analysis, Agendas, Minutes	08/06/2020-05/25/2021	Professional Learning	General Funds 1003 A Funds

Implement a technology plan utilizing digital tools to ensure equitable access and enrich learning opportunities.			API and Coach	Ticker Data, Technology Plan, Student Assessment	08/06/2020-12/21/2020	Hotspots, mice, laptop bags, chargers, Technology Hardware	1003 A Funds

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Date Last Revised:	7/9/2020	Goal Area:	Student Achievement and Success	Performance Objective:	Improve content mastery.		
Initiative 2 (SMART Goal):	The percentage of students in Grades 6 through 8 demonstrating reading comprehension at or above the midpoint of the CCRPI Lexile Stretch Band for Readiness shall increase from 22% in Spring of 2019 to 28% in Spring of 2021.						
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence (insert URL)</b>	<b>ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)</b>	<b>Action Step Leader</b>	<b>Evidence of Effectiveness</b>	<b>Timeline for Implementation</b>	<b>Materials/Resources Needed (Include Professional Learning Needed)</b>	<b>Funding Source</b>
Implement small group instruction in every content area.	<a href="http://www.bestevidence.org/reading/mhs/mhs_read.htm">http://www.bestevidence.org/reading/mhs/mhs_read.htm</a>	Strong	Grade Level Chairs, API and Coach,	Lesson Plans, Focus Walks, TKES Data, District and	08/06/2020-10/01/2021	MTSS Professional Learning, MTSS/RTI Coach, Canvas, NEWSELA, Coach	General Funds 1003 A Funds
Monitor the literacy protocol	<a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/665">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/665</a>	Strong	API and Coach	Lesson Plans, Focus Walks, TKES Data, HMH Lexile	08/06/2020-05/25/2021	Professional Learning Read 180 data, HMH Data, Edgenuity data, E-text subscriptions,	L4GA and General Funds 1003 A Funds
Implement AVID Instructional strategies	<a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc</a>	Promising	AVID Teacher, API and Coach	Lesson Plans, Focus Walks, AVID Walks	08/06/2020-05/25/2021	AVID virtual Professional Learning, AVID Instructor	General Funds 1003 A Funds

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	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/publicatio">https://ies.ed.gov/ncee/edlabs/regions/southwest/publicatio</a>	Strong	Principal, AP's, Coach	Lesson Plans, Focus Walks, Meeting Agendas,	08/06/2020-05/25/2021	E-Text, Canvas, Professional Learning	General Funds 1003 A Funds

School:	Murphey Middle School						
Principal:	Carl Prescott						
Date Last Revised:	7/9/2020	Goal Area:	Operational and Organizational Effectiveness	Performance Objective:	Regularly review and monitor policies and procedures for		
Initiative 3 (SMART Goal):	The number of students absent or suspended out of school for 5 or more days as measured by the RCSS attendance monitoring process will decrease from: 85% in 2018-2019 to 75% in 2020-2021						
<b>Evidence-Based Action Steps</b>	<b>Link to ESSA Evidence (insert URL)</b>	<b>ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)</b>	<b>Action Step Leader</b>	<b>Evidence of Effectiveness</b>	<b>Timeline for Implementation</b>	<b>Materials/Resources Needed (Include Professional Learning Needed)</b>	<b>Funding Source</b>
Monitor the implementation of the PBIS program.	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf</a>	Strong	PBIS Administrator, PBIS Team	Focus Walks, Educator's Handbook data, School	08/06/2020-05/25/2021	Professional Learning PBIS Rubric	General Fund 1003 A Funds
Monitor the attendance success plans for students with chronic absenteeism. Initiating regular positive parent contact to build relationships.		Promising	AP. ART Team	Success Plans, Team Minutes, Meeting	08/06/2020-05/25/2021	Attendance Success Plans, Student Attendance Data	General Fund 1003 A Funds
Implement and monitor multi-tiered system of support.			AP, Coach, ART Team, RTI Coach	Meeting minutes, agenda, student data	08/06/2020-05/25/2021	Professional Learning MTSS/RTI Coach	1003 A Funds


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	NA										
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG	NA										
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Science EOG	NA										
Increase the percentage of students scoring Proficient or above on the Georgia Milestones SS EOG	NA										
Increase the CCRPU Score to Meet or Exceed the school's SWSS CCRPI Target	NA										

## 2020-2021 SCHOOL IMPROVEMENT PLAN

<b>Professional Learning Plan to Support School Improvement</b>						
Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
Initiative #1 Initiative #2	All teachers will participate in “Canvas” training that is specific to components of “Canvas” that will enhance student learning that can be utilized virtually as well as in the classroom. (I.e. Creating	July 27, 2020 through May 2021.	Canvas Platform	API Instructional Specialist Department Chairpersons Teacher Experts	API, Instructional Specialist, Department Chairpersons	Sign In Sheets, Agenda, Specific artifacts required by PL, Teacher Canvas Platforms,
Initiative #1 Initiative #2	All teachers will participate in Edmentum Exact Path virtual training specific to increasing student achievement in ELA, Reading and Math.	July 27, 2020 through May 2021	\$27,000 Edmentum Exact Path Platform Virtual	API, Instructional Specialist, Exact Path PL Consultants	API, Instructional Specialist	Sign In Sheets, Agenda, Baseline Student Data, Progress Monitoring of Student Data, Student
Initiative #1 Initiative #2	All teachers will participate in Collaborative Planning as outlined by the GaDOE Collaborative Planning Rubric.	July 27, 2020 through May 2021	GaDOE Collaborative Planning Rubric, GaDOE	Principal, Assistant Principals, Department Chairpersons	Principal, Assistant Principals	Sign In Sheets, Agenda, Minutes, Handouts, Lesson Plans, Classroom Observations
Initiative #1 Initiative #2	All teachers will participate in Data Analysis Professional Learning to become comfortable analyzing and utilizing student data to inform student instruction.	July 27, 2020 through May 2021	Data Analysis Protocol, Student Data (Common Assessments,	Principal, API, Instructional Specialist	Principal, Assistant Principals	Data Analysis Form, Lesson Plans, Common Assessments, Benchmark
Initiative #1 Initiative #2 Initiative #3	PLC Book Study: Teachers will participate in a Book Study that will address Culturally Relevant Instruction/Social Emotional Education. The selection; “Other People's Children” by Lisa	September 8, 2020 through December 2020	Paperbacks for members of PLC. \$2000	API Instructional Specialist	Principal, API, Instructional Specialist	Sign In Sheets, Reading Logs, Book Talks, Action Plans including Next Steps



## 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 <b>Include any Title I paid employee And everything you plan on purchasing this year.</b>	Title I funds will be used to purchase: <ol style="list-style-type: none"> <li>1. Supplemental instructional materials</li> <li>2. 2 Teacher Positions</li> <li>3. 1 Family Facilitator</li> <li>4. MTSS Position</li> </ol>
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	NA
School Improvement Grant (If applicable)	NA
Local Professional Learning Funds	District coordinates activities
Grants	L4GA to increase school wide literacy.

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;

### 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:	
ii. ESOL:	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;
Race/Ethnicity/Minority:	

- 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;

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## 2020-2021 SCHOOL IMPROVEMENT PLAN

- 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);

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

- 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;

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

## 2020-2021 SCHOOL IMPROVEMENT PLAN

### 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;

- 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;

- 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;

- 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.

## 2020-2021 SCHOOL IMPROVEMENT PLAN

### 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).

- 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.

- 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)

## 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/guidanceusseinvestment.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	
<b>Initiative:</b>	The number of students absent or suspended out of school for 5 or more days as measured by the RCSS attendance monitoring process will decrease from: 85% in 2018-2019 to 75% in 2020-2021
<b>Action Step:</b>	Monitor the attendance success plans for students with chronic absenteeism. Initiating regular positive parent contact to build relationships.

## 2020-2021 SCHOOL IMPROVEMENT PLAN

<b>Current Research to Support this Action Step</b>	<a href="http://ies.ed.gov/ncee/edlabs/regions/northwest/blog/positive-school-environmnet.asp">http://ies.ed.gov/ncee/edlabs/regions/northwest/blog/positive-school-environmnet.asp</a>  <a href="https://www.attendanceworks.org/chr">https://www.attendanceworks.org/chr</a>					
<b>Expected Results</b>	To decrease the number of students missing 6 or more days by 8% for the 2020-2021					
<b>How will Success be Measured?</b>	Increased CCRPI for student attendance, School Star Rating					
<b>Data Points</b>	Beginning of Year		Goal		Actual	
<b>Status Checkpoint Dates:</b>	Oct 8, 2020, Dec 22, 2020, Mar 11, 2020					
<b>End-of-Year Results and Reflection</b>						