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| **NAME OF SCHOOL: Glenn Hills Middle School**  **PRINCIPAL: Ms. Angela Anderson Moore** |
| **NAME OF DISTRICT: Richmond County School System**  **SUPERINTENDENT: Dr. Kenneth Bradshaw** |
| *Comprehensive Support and Intervention  CSI Alternative  Targeted Support and Intervention  Promise*  *Schoolwide Title 1 School  Targeted Assistance Title 1 School  Non-Title 1 School* |

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

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| **SIGNATURES:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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| School: | Glenn Hills Middle School | | | | |
| Principal: | Ms. Angela Anderson Moore | | | | |
| Date Last Revised: | 06/14/2022 | Strategy Map Goal Area: | Student Achievement and Success | Strategy Map Performance Objective: | Improve Content Mastery |

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| Initiative 1-Literacy (SMARTE Goal): | Glenn Hills Middle School will increase students reading on grade level from 11% to 16%, as measured by the March 2023 i-Ready Reading and/or Reading Inventory diagnostic assessment. | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | **Position(s)**  **Responsible** | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | **Timeline** | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | **Who is responsible for monitoring the implementation of the action step.** | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | **What is the intended date of completion of this action step?** | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Utilize best practices and effective instructional strategies (Differentiation, Literacy Across Curriculum, Questioning, Student Engagement, Close Reading, Vocabulary, Data Analysis, Unpacking Standards, R.A.C.E.) and assessment strategies (Questioning) to increase the students' reading comprehension skills. | | <https://www.nifdi.org/research/history-of-di-research/over-40-years-of-research> | Strong | Instructional Specialists  Administration | Increased reading scores and evidence of teachers teaching and students using reading strategies observed during focus walks and peer observations  Agendas and sign ins that reflect training on differentiation, data analysis, unpacking standards and assessment strategies for teachers; Focus walks to check for implementation of PL; Classroom Observation and peer observations for specific look fors; Teachers using disaggregated data to inform their planning and drive instruction; Students receiving differentiated instruction | Teachers creating lesson plans that reflect differentiation; Differentiated lesson plans, Data Analysis sheets, Students’ personalized lessons, focus walks results; Student’s improved performance and growth | August 2022-  May 2023 | None | None |
| Utilize a New Teacher Academy to develop induction and novice teachers’ content and procedural knowledge. | | <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf> | Moderate | Instructional Specialists  Administration  TQ | Increased Reading Scores  Focus walks to check for implementation of skills and concepts taught; Classroom Observation and feedback forms; PL agendas and sign in sheets | |  | | --- | | Improvement in novice teacher’s ELA content and procedural knowledge; Increase in student achievement | | August 2022-  May 2023 | Content- Area training  Second Instructional Specialist | Title I  Consolidated Funds  $92,710  (Personnel) |
| Students will participate in Afterschool/Saturday School program where they will work on foundational skills, writing constructed response and GMAS test prep. DRC Beacon testlets | | <https://digitalcommons.nl.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1225&context=diss> | Promising | Instructional Specialists  Administration | Increased reading scores on i-Ready and/or READ 180 and GMAS  DRC Beacon testlet scores | Pre and posttests data; Student’s improved performance and growth | October 2022-April 2023 | Progressive  Books  Journals  Pencils  Copy paper  Chart Paper  DRC Beacon  Do the Math  Teachers | Title I  $12,918  SIP1003a |

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| School: | Glenn Hills Middle School | | | | | | | | | | | | |
| Principal: | Angela Anderson Moore | | | | | | | | | | | | |
| Date Last Revised: | 06/14/2022 | | | Strategy Map Goal Area: | | Student Achievement and Success | | | Strategy Map Performance Objective: | | Improve Content Mastery | | |
| Initiative 2-Math  (SMARTE Goal): | Glenn Hills Middle School will increase the percentage of students performing on grade level in math from 4% to 9%, as measured by the March 2023 mid-year i-Ready Math diagnostic assessment. | | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | | **Position(s)**  **Responsible** | | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | | **Timeline** | | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | | **Who is responsible for monitoring the implementation of the action step.** | | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | | **What is the intended date of completion of this action step?** | | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Utilize best practices and effective instructional strategies (Data Analysis, Unpacking Standards, Differentiation, Manipulatives, Number Talks, Concrete-Representation-Abstract (CRA), student engagement and R.O.P.E.S) and assessment strategies (Questioning) to build students' conceptual understanding and increase the students' math performance. | | <https://www.nifdi.org/research/history-of-di-research/over-40-years-of-research> | Strong | | Instructional Specialists  Administration | | Evidence of teachers teaching and students using math strategies observed during focus walks and peer observations  Agendas and sign ins that reflect training on differentiation, data analysis, unpacking standards and assessment strategies for teachers; Focus walks to check for implementation of PL; Classroom Observation and peer observations for specific look fors; Teachers using disaggregated data to inform their planning and drive instruction; Students receiving differentiated instruction | Teachers create lesson plans that reflect differentiation; Differentiated lesson plans, Data Analysis sheets, Students’ personalized lessons, focus walks results; Student’s improved performance and growth | | August 2022-  May 2023 | | Training on math manipulatives, Number Talks, and math kits | None |
| Utilize a New Teacher Academy to develop induction and novice teachers’ content knowledge, pedagogy, and procedural expectations. | | <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf> | Moderate | | Instructional Specialists  Administration  Teacher quality | | Focus walks to check for implementation of skills and concepts taught; Classroom Observation and feedback forms; PL agendas and sign in sheets | Increased Math Scores  Improvement in novice teacher’s Math content and procedural knowledge; Increase in student achievement | | August 2022-  May 2023 | | Content- Area training  Second Instructional Specialist (same as in section 1) | Title I  Consolidated Funds  $92,710  (Personnel) |
| Students will participate in Afterschool/Saturday School program where they will work on foundational skills (number sense), constructed response and GMAS test prep. | | <https://digitalcommons.nl.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1225&context=diss> | Promising | | Instructional Specialists  Administration  Teachers | | Pretest, posttest, and progress monitoring data, Students attendance data | Increased math scores on i-Ready and GMAS  Pre and posttests data; Student’s improved performance and growth | | January 2022-  March 2023 | | Do the Math  Journals  Pencils  Copy Paper  Chart Paper  Teachers | Title I  SIP 1003a  $12, 918 (repeated from above section/not additional) |

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| School: | Glenn Hills Middle School | | | | | | | | | | | | |
| Principal: |  | | | | | | | | | | | | |
| Date Last Revised: | 06/14/2022 | | | Strategy Map Goal Area: | | Culture And Climate | | | Strategy Map Performance Objective: | | Ensure a positive learning and working environment. | | |
| Initiative 3-Culture/Climate/Non-Academic  (SMARTE Goal): | During the 2022-2023 school year, Glenn Hills Middle School will decrease the number of incident referrals by 35% from 1,186 to 771 or less. | | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | | **Position(s)**  **Responsible** | | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | | **Timeline** | | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | | **Who is responsible for monitoring the implementation of the action step.** | | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | | **What is the intended date of completion of this action step?** | | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Faculty and staff will incorporate strategies (SEL (Social Emotional Learning), Check-in/Check-out, Parent Engagement) from the MAKE Away program to create a climate of celebration and a culture of accountability | | <http://makeawaynow.com/> | Promising | | Hotep/Make a way  Administration | | Agendas and sign ins that reflect training on SEL and Make a Way strategies; teachers and staff incorporating strategies in the classroom and school; walkthroughs done by accountability team to assess implementation and determine next steps; | Decrease in incident referrals  ; increased level of accountability for all stakeholders; Students’ misbehavior decreasing | | August 2022-May 2023 | | Hotep (9 visits) PL  PD (Professional Development) BOOK Study (*How to Get Rid of a Pain in the Class* and *Data Informed Decisions)*    SEL Curriculum | Title I  Consolidated Funds  $48,000  (Visits)  $12, 000 Materials |
| The Accountability Team will meet monthly to discuss behavioral concerns. Collect and monitor behavior data regularly to offer monthly PBIS school-wide incentives for students with good behavior to decrease students’ loss of class time (ISS & OSS.) | | None | None | | Accountability and PBIS  Team  Administration | | Team following the policies and protocol for discipline and behavior  Agenda and minutes from meetings that reflect discussion of behavior data and concerns. | Agenda and minutes from meetings that reflect discussion of behavior data and concerns.  Decrease in number of referrals; increased level of accountability for all stakeholders; Students’ misbehavior decreasing | | August 2022-  May 2023 | | None | None |
| Purchase the PBIS rewards program to continuously recognize students that are meeting expectations anywhere in the school setting | | <https://nirn.fpg.unc.edu/> | Rationale | | PBIS TEAM | | Increase in number of students receiving  Incentives and decreased inappropriate behaviors | Increased attendance in PBIS activities; Decreased misbehaviors | | August 2022-May 2023 | | PBIS rewards program materials | Title I  $2,605  Consolidated Funds |
| Increase parent participation in All school meetings/activities/etc | | Supportive Learning Environment  Family and Community Engagement  Effective Leadership | Family Facilitator | | NOne | | 08/2022-12/2022 | Family facilitator | | Agenda and minutes from meetings | | Increase parent involvement | Title I Consolidated Funds  $53774 |

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| **Georgia Milestones Performance Measures  (with unit of measure)** | **Baseline** | **Actuals** | **Target Year 1** | **Actuals Year 1** | **Target Year 2** | **Actuals Year 2** | **Target Year 3** | **Actuals Year 3** |
| **2021-2022** | **2021-2022** | **2022-2023** | **2022-2023** | **2022-2023** | **2023-2024** | **2024-2025** | **2024-2025** |
| Increase the number of students scoring proficient or above on the ELA (English Language Arts) EOG assessment by 3 percentage points | 16.3% | 8.5% | 19.3% |  | 22.3% |  | 25.3% |  |
| Increase the number of students scoring proficient or above on the Math EOG assessment by 3 percentage points | 10.3% | 2.0% | 13.3% |  | 16.3% |  | 19.3% |  |
| Raise the overall CCRPI score by 3 percentage points | 53.1% | No data | 56.1% |  | 59.1% |  | 62.1% |  |
| Decrease the percentage of students missing 10% or more of their enrolled days by 3 percentage points. | 8.6% | 43.5% | 10.6% |  | 7.6% |  | 4.6% |  |
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| **Professional Learning Plan to Support School Improvement** | | | | | | |
| **Supporting Initiative #** | **Professional Learning Strategy** | **Specific PL Timeline** | **Estimated Cost, Funding Source, and/or Resources** | **Person(s)/Position Responsible** | **Monitoring Teacher Implementation of PL** | **Evidence/Data of Impact on Student Learning** |
| 1 & 2 | Strategies for highly effective readers (Questioning (DOK Levels); Analyzing Text (Close Reading, Text Structure); Vocabulary (Tier 2 & 3) Summarizing & Inferencing) that will increase students' reading achievement | August-May | None | RESA (Regional Educational Service Agency) Representative  Tasheka Jones, Alexis Wright  Kerry Flores, Sam Jones, Rose Lofland, Angela Moore, Admin Team  Aaron Jennings REP Lead | Observations  Peer Observations  Focus Walks  Lesson Plans | Increased GMAS scores in all subject areas |
| 1 & 2 | Using small group differentiated instruction  (Guided Reading and Guided Math (CRA) and stations) to meet the needs of students in reading and math | August-May | None | RESA Representative  Tasheka Jones,  Alexis Wright  Kerry Flores, Sam Jones, Rose Lofland, Angela Moore, Admin Team | Observations  Peer Observations  Focus Walks  Lesson plans | Increased GMAS scores in all subject areas |
| 1 & 2 | Meeting the needs of students who need Tier 2 or Tier 3 interventions through the Response to Intervention (RTI) Process | August-May | None | RESA Representative  Tasheka Jones, Alexis Wright  Rose Lofland, Admin  Data Team | Observations  Peer Observations  Lesson Plans | Increased GMAS scores in all subject areas |
| 1, 2, & 3 | Effective classroom management and student engagement strategies | August-May |  | RESA  Tasheka Jones,  Alexis Wright  Kerry Flores, Sam Jones, Rose Lofland, Angela Moore, Admin Team  HOTEP | Observations  Peer Observations  Focus Walks | Decrease in referrals/suspensions |
| 3 | PBIS Attendance and Behavior | August-May |  | P.B.I.S. Committee  Attendance Team  Kerry Flores,  Alexus Wright Kishauna Thompson  Admin  HOTEP | Observations  Peer Observations  Focus Walks  Sign In sheets | Increase in positive behaviors |
| 1 & 2 | Literacy across curriculum (Science and Social Studies) | August-May |  | RESA Representative  Tasheka Jones, Alexis Wright  Rose Lofland, Admin | Observations  Peer Observations  Focus Walks | Increased reading scores |
| 1, 2, & 3 | Effective analysis of data to drive instruction and inform planning | September-May |  | RESA Representative  Tasheka Jones, Alexis Wright  Rose Lofland, Admin | Observations  Peer Observations  Focus Walks |  |

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276> ) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal program specialist.

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| **School Name:** | | |
| **Date:** | | |
| **Planning Committee Members** | | |
| **Name** | **Position/Role** | **Signature** |
| Angela A. Moore | Principal |  |
| Rose Lofland | Assistant Principal |  |
| Sam Jones | Assistant Principal |  |
| Kerry Flores | Assistant Principal |  |
| Tasheka Jones Harris | IS/Teacher |  |
| Alexis Wright | IS/Teacher |  |
| Kendra Reynolds | Teacher |  |
| Whitney Hicks | Teacher |  |
| Brittaney Thompson | Teacher |  |
| Donna Cooper | Family Facilitator |  |
| Kishauna Thompson | Guidance/  PBIS Coordinator |  |
|  | Parent |  |
|  | Parent |  |
|  | EL Parent (if applicable) |  |
|  | Student (9th-10th) required |  |
|  | Student (11th-12th) required |  |

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

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

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

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| March 17, 2022 |

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

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

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

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| Economically Disadvantage:  ESOL:  Race/Ethnicity/Minority  Student with disabilities | Glenn Hills Middle School provides students in grades 6 through 8 with a challenging, well developed, unified curriculum that follows the State Georgia Standards of Excellence. Our goal is to prepare students for success outside of the walls of Glenn Hills Middle School. The school’s School Improvement Plan is based on information about all students in the school and identifies students and groups of students who are not yet achieving to the state academic content standards, Georgia Standards of Excellence (GSE) as well as economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. Currently, Glenn Hills Middle School does not have a migrant population; however, we have considered the needs of migrant students in the event that they enroll. As with all out-of-county students, each migrant student will be given appropriate placement assessments and  screeners to determine academic strengths and identify deficit areas. Appropriate academic programs will be planned to meet the students’ needs based on the results of the screeners and assessments. If necessary, the ESOL (English to Speakers of Other Languages) department will be contacted. Additionally, the parent facilitator along with the school counselor and psychologist will assist with connecting the migrant families to community resources as needed and help the students’ transition into a new school setting. |

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

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| An instructional schedule is created to ensure that students receive the maximum amount of instructional time.  Teachers receive site-based professional learning such as technology-based instruction, differentiated instruction and standards-based instruction to improve their instruction.   Teachers are given the opportunity to meet weekly with their grade levels to discuss student achievement and instructional practices.  The following practices are in place to ensure that we are meeting the needs of the students who are furthest away from reaching the goal:  **School Council** -The School Council consists of the principal, assistant principal, teachers, and parents.  All members were invited to participate in developing and implementing the plan. The School Council meets at a minimum of four times during the school year to review state assessments, other formative assessments, and surveys.  The School Council also decides where our greatest needs are and contributes input on how the Title I funding could be most beneficial.  **RCK12 Instructional Framework** -Utilized to ensure that all students have an understanding and awareness of where they are in the instructional process.  **Differentiated Learning**-Learning which is modified or extended to meet the diverse instructional needs of all students.  **Technology-Based Learning**-Learning in which the use of numerous technological devices such as Smartboard technology, document cameras, iPads, Kahoot, scientific calculators, eBooks, and study buddies and interactive games are utilized.  **Standards-based Classroom/Instruction**-Instruction in which the standards are used as a focal point of the instruction.  **Grade Level Collaboration**-Common planning time in which teachers work together to make instructional decisions that meet the needs of all students.  **Professional Learning Community (PLC)-** Ongoing, site-based differentiated training based on students’ and teachers’ needs. Meet on a weekly basis where GSE’s are reviewed, data is analyzed, and planning is done based on standards and current student data. The impact of professional learning on students’ learning is determined via teacher student surveys and peer observations and observations by administration and the Instructional Specialist.  **Progress Monitoring-** Use of online resources, such as i-Ready as well as common assessments (CMA’s) to track student achievement. Grade-level data is posted in the data room for comparison.  The instructional specialist, assistant principals, and principal meet weekly with each grade level for collaborative planning where they discuss student progress.  The RTI Data team meets regularly to review progress monitoring data and make recommendations to the teachers.  **Inclusion-Co-Teaching Model-**Students with intellectual, academic, social, and emotional deficits are included in regular classes as much as their IEP’s allow them to be throughout the school year. IEPs (Individualized Education Program) are revisited to determine student’s growth and ensure that students are in their least restricted environment (LRE).  **Active Instructional Leadership Team (ILT)-**Meets bi-weekly to analyze data, determine the progress of the school and develop next steps. |

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

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| The way in which we address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state’s academic content and student academic achievement standards, is through ongoing monitoring of how students are progressing. The general education teachers, intervention teachers, and special services staff focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses in and implement reform strategies through a concerted effort. Students are instructed in a variety of strategies in whole groups, small groups, and individual settings. Students who do not pass the Georgia Milestones Assessment nor meet their grade level goals are placed in Reading and Math intervention classes. These classes provide a smaller learning environment in which students can get small groups and individualized instruction from the teachers. This environment affords teachers the opportunity to be more intentional about their instruction and students’ learning. The interventionists use the i-Ready, which is an adaptive program that creates targeted individualized action plans in Math and Reading for each student based on their diagnostic test results. The i-Ready Assessments are administered three times per year. The results are used to individualize students' learning path and determine areas for intervention and remediation as well as enrichment. Various growth monitor checks are administered between benchmarks. Students are given the opportunity to track their own progress and assessment results are shared with parents. Another way of monitoring is with the Mastery Connect. This is a standards-based assessment that is administered four times per year after increments of instructional periods as directed by the county curriculum map. Results are used to assess how well students grasp concepts taught and determine areas for remediation. To determine if students’ needs have been met, teachers will examine classroom work, informal math and reading assessments, and results of the CMA’s and i-Ready, assessments throughout the school year. In addition, we will utilize the state assessment to make comparisons on the percentages of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students district wide. Each classroom at GHMS receives guidance activities from our school counselors at least one time per week. In addition, counselors provide individual and small group sessions. We teach leadership and civil responsibility through the leadership programs such as Ladies of Excellence and Gentlemen of Distinction. We provide outlets for students who are talented in extracurricular subjects through the Reading Bowl, Dance Team, Math Team and Drama Club.  Lastly, we promote athletic development through our athletic program which includes cheerleaders and a dynamic marching band. Our school social worker is also available to assist families with needs. One specific task of our social worker is supporting and maintaining our attendance protocol. |

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

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| Students are selected to enroll in high school courses in math, personal fitness and CTAE computer-based courses during the regular school day.  Glenn Hills Middle School's guidance counselors arrange for 8th grade students to meet with receiving high school representatives to discuss high school transition. The rising 9th grade students take a trip to Glenn Hills High where they meet with high school counselors to discuss social transitioning to high school, being organized, and community support for students. Glenn Hills Guidance Counselors taught rising 9th graders to register for High School classes via Infinite Campus and discussed credits. |

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

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| The Response to Intervention (RTI) team meets regularly to monitor the progress of struggling students.  Teachers request meetings for specific students based on their assessment data and performance in the classroom. Specific instructional/learning strategies are determined and decisions that will effectively meet the needs of each identified student are made by the RTI team. Teachers are responsible for honoring the decisions made by the RTI team, utilizing the suggested strategies and charting the progress of the students. The team reconvenes at specified intervals to discuss the progress of the students and make further decisions. GHMS implemented a school-wide Positive Behavior Interventions and Support (PBIS) program, designed to prevent difficult behavior while teaching socially appropriate alternative behaviors. |

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

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| Each year staff members are surveyed to determine their professional development needs. Based on the results of the survey, needs assessment, and ongoing projects at the school, the professional development for the year will include the following:  Reading: The staff will receive training on reading strategies through district scheduled professional development days. Additional professional development covering differentiated instruction, close reading of complex text, Lexile, answering constructed response questions, and instructional and reading assessment strategies will be offered on the school’s website.  Math: The staff will 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 as well as assessment and instructional strategies in math. ST math training will be provided by the RCSS (Richmond County School System) Math Coordinator.  Technology: Technology training on utilizing various online resources and technology program, such as i-Ready, Nearpod, Flocabulary, Canvas, Edgenuity, and USA Test Prep, and DRC Beacon in the classroom will be conducted by the district technology professional learning person. Additional differentiated training will be given to grade level teams based on their needs and interests. |

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

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| GHMS will participate in a buddy/mentoring program with our Elementary feeder schools. Elementary school students will tour middle school prior to entering and middle school students will tour high school prior to the end of their 8th grade year.  Collaborating with days for the elementary schools to visit as well as a buddy system with the high school for our 8th graders. |

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

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| Glenn Hills Middle’s school improvement plan for the 2022-2023 school year was created during the 2021-2022 school year. |

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

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| The leadership team reviewed the previous school improvement plan and determined that due to an unprecedented year of constant changes and pivoting, we were only able to accomplish some of the action steps with fidelity.  The progress of the previous school improvement plan, along with current needs assessment data, is used in the development of the new school improvement plan. |

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

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| The School Improvement Plan is monitored by the leadership team regularly. Different data points are examined to identify students’ needs and determine what revisions need to be made to ensure the academic success of all students. Two 90 Days Plans (one per semester) are created based on the goals and action steps of the school improvement plan. These plans are assessed and revised by the leadership team and the RCSS accountability department as we progress through the school year. |

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

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

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| March 24, 2022 |

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

AM

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

AM

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

AM

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

AM

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

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| Glenn Hill Middle’s school-wide plan is only available in English since a significant percentage of the parents of participating students in the school speak English as their primary language. With our increasing number of Spanish speaking parents, we will also make a Spanish copy available once translated. If the plan is needed in another language, it will be translated into the needed language with the assistance of the appropriate personnel at the central office. |

1. The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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| Funding Source: | How funds will be used |
| Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year. | Hotep Materials and visits to assist in SEL and culture and climate shift.  Monies will be used to purchase educational supplies and instructional technology to support instruction in the area of Reading/Writing/ELA, Mathematics, Social Studies, and Science which will be purchased, used, and effectively monitored.  Monies will also be used to purchase supplies and resources for professional learning.  Monies will be used to pay the salary of support personnel such as the Parent Facilitator, Instructional Specialist, and tutors.  Monies will be used to pay for the Extended Learning Program. |
| State Funds: | Funds will be used for professional learning |
| Reduced Class Size (If applicable) | N/A |
| School Improvement Grant (If applicable) | Monies will be used for instructional technology, other instructional resources, and professional learning. (1003a) |
| Local Professional Learning Funds |  |
| Grants | Monies will be used for instructional technology, other instructional resources, and professional learning. |

Funding Source and Resources provided:

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

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

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

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

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

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

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

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| Rationale #1 | |
| **Initiative:** | During the 2022-2023 school year, Glenn Hills Middle School will decrease the number of incident referrals by 35% from 1,186 to 771 or less. |
| **Action Step:** | Purchase the PBIS rewards program to continuously recognize students that are meeting expectations anywhere in the school setting |
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| **Current Research to Support this Action Step** | Benefits of PBIS (research based):  1. Fosters respectful, supportive relationships among students and staff  2. Creates a more positive safe and calm environment.  3. Reduction in the number of behavioral disruptions  4. Increased academic engagement  5. Increase in student/teacher morale  6. Increases attendance by both students and staff.  7. Dropout prevention  8. Reinforces positive academic and social behavior  9. Provides an opportunity for positive student/teacher interactions  10. Community/Family involvement | | | | | | |
| **Expected Results** | Decrease the number of classroom disruptions and increase the instructional time for each student | | | | | | |
| **How will Success be Measured?** | By the decrease in student referrals and negative behaviors and an increase in desired behaviors. | | | | | | |
| **Data Points** | Beginning of Year | 1,186 referrals during 2021-2022 school year | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** | Monitor every six weeks and adjust as needed | | | | | | |
| **End-of-Year Results and Reflection** |  | | | | | | |

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

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