

Richmond County School System

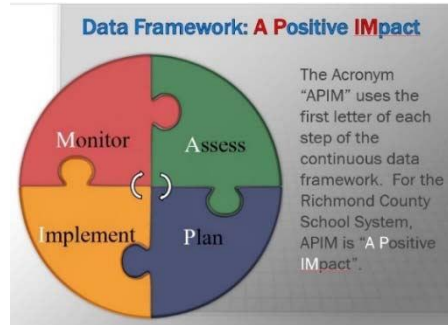


School Improvement Planning

Middle Schools

2016-2017

School Improvement Process



Assess

- The School Leadership team will analyze data (such as Milestones, i-Ready, survey data, and other school-related information).
- The School Leadership team will complete a Needs Assessment based on data.
- The School Leadership team will conduct a Root Cause Analysis using a researched method such as the fishbone diagram, the 5 whys, etc.
- The School Leadership team will assess Professional Learning needs based on data.

Plan

- Based on data, root cause analysis and needs assessment, determine or revise initiatives and action steps. As data changes, the initiatives and action steps may need to change.
- Fill out the School Improvement Plan template. This will include action steps, evidence, how the plan will be implemented, and estimated costs, funding sources and resources.
- Once the plan is complete, align all action steps to the Georgia School Key Standards. Include the aligned action steps in Indistar as tasks under the appropriate standard.
- Present a draft of the School Improvement Plan and document input from the School Council and other stakeholders (internal and external).
- Develop a revised plan based on stakeholder input.
- Plan for Professional Learning activities to support the School Improvement Plan based on the Needs Assessment.
- Plan Parental Involvement activities that support the School Improvement Plan.

Implement

- Share and communicate the expectations of the School Improvement Plan with all stakeholders.
- Follow the action steps in the plan.
- Provide Professional Learning based on the School Improvement Plan.
- Follow Parental Involvement requirements.
- Collect evidence as the plan is being implemented.

Monitor

- Monitor the plan – collect evidence, focus walks, observation, etc.
- Adjust action steps as needed.
- Evaluate the impact of the plan on student learning.



**Middle School
Comprehensive Needs Assessment
3-Yr Academic Profile**

CCRPI	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Sources
CCRPI Score - School	63.8	56.2	50.1	56.7	GADOE portal
CCRPI Score - District	60.9	62.4	54.2	59.1	
CCRPI Score - State	72.3	75.5	71.5	71.1	
Georgia Milestones	2013-2014	2014-2015	2015-2016	2-yr Avg	Data Source
% Developing Learner or Above - ELA	N/A	53.3	55.1	54.2%	SLDS for 2014-2015; Test Coordinator for 2015-2016 as scores become available.
% Developing Learner or Above - Math	N/A	56.5	52.6	54.55%	
% Developing Learner or Above - Science	N/A	40.3	25.2	32.75%	
% Developing Learner or Above - Social Studies	N/A	44.2	50.5	47.35%	
% Proficient or Distinguished Learner - ELA	N/A	17.9	20.8	19.35%	
% Proficient or Distinguished Learner - Math	N/A	16.7	16.3	8.15%	
% Proficient or Distinguished Learner - Science	N/A	10.9	8.3	9.6%	
% Proficient or Distinguished Learner - Social Studies	N/A	11.2	8.3	9.75%	
iReady	2014	2015 (Spring Test)	2016 (Fall Test)	2-yr Avg	Data Source
% Students Reading on Grade Level - 6th Grade	N/A	13%	12%	12.5%	iReady->Reports->School Reports->Student Growth by Grade and Class. Select appropriate Academic Year, School, Subject (Reading or Math), Show->Spring Assessment, Compare->Fall Assessment. 2016 data will not be available until after the fall testing window, September 2016.
% Students Reading on Grade Level - 7th Grade	N/A	13%	6%	9.5%	
% Students Reading on Grade Level - 8th Grade	N/A	21%	16%	18.5%	
On Grade Level Lexile (%)	N/A				iReady->Reports->School Reports->Diagnostic & Instruction->New Export D&I. Under Diagnostic Data click checkbox for "Most Recent Lexiles and Quantiles."
% Students Math on Grade Level - 6th Grade	N/A	30%	11%	20.5%	iReady->Reports->School Reports->Student Growth by Grade and Class. Select appropriate Academic Year, School, Subject (Reading or Math), Show->Spring Assessment, Compare->Fall Assessment. 2016 data will not be available until after the fall testing window, September 2016.
% Students Math on Grade Level - 7th Grade	N/A	18%	6%	12%	
% Students Math on Grade Level - 8th Grade	N/A	39%	10%	24.5%	
On Grade Level Quantile (%)	N/A				iReady->Reports->School Reports->Diagnostic & Instruction->New Export D&I. Under Diagnostic Data click checkbox for "Most Recent Lexiles and Quantiles."
<p>Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?</p>					
<p>Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?</p>					



**Middle School
Comprehensive Needs Assessment
3-Yr Academic Profile**



**Middle School
Comprehensive Needs Assessment
3-Yr Academic Profile**

Student Profile	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
Total Student Enrollment	591	598	581	590	SLDS for 2013-2014; Infinite Campus for 2015-2016 (Student Information->Reports->Enrollment Summary)
Students Absent 6+ Days (%)	47%	33%	42%	40.6%	SLDS for 2013-2014; Infinite Campus for 2015-2016 (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days)
Discipline Incidences	849	474	566	629.6	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.
Reflection Questions: What is your schools attendance plan? How does this mirror board policy? How many absences can students accumulate before parent contact is made? How do you track attendance? Daily? Weekly? Monthly? How are absences reported to teachers during the day? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly? Yearly?					
Faculty & Staff Profile (2015-2016)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	2			1	School-level Data
Teaching Staff # of Years in Current School	8	16	5	1	School-level Data
Teaching Staff # of Years in Profession	3	6	12	12	School-level Data
	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
% Administrator Absent 6+ Days			0		School-level Data
% Teachers Absent 6+ Days					School-level Data
% Staff Absent 6+ Days					School-level Data
Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?					
TKES Standards (%) (2015-2016)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	--	--	84.6%	15.3%	School-level Data
2. Instructional Planning	--	3.8%	96.1%	--	School-level Data
3. Instructional Strategies	--	--	92.3%	7.6%	School-level Data
4. Differentiated Instruction	--	3.8%	92.3%	3.8%	School-level Data
5. Assessment Strategies	--	--	100%	--	School-level Data
6. Assessment Uses	--	--	100%	--	School-level Data
7. Positive Learning Environment	--	7.6%	92.3%	--	School-level Data
8. Academically Challenging Environment	--	3.8%	96.1%	--	School-level Data
9. Professionalism	--	7.6%	69.2%	23.0%	School-level Data
10. Communication	--	7.6%	84.6%	7.6%	School-level Data



**Middle School
Comprehensive Needs Assessment
3-Yr Academic Profile**

School Culture Data Profile	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
Student Mobility (%)	29.5	28.4	30.7	29.5	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	42.1	25.5	45.7	37.7	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	40.9	48.9	41.5	43.7	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	14	15	20	16.3	
<p>Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?</p>					
<p>Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?</p>					
<p>Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?</p>					
Family and Community Engagement Data Profile	2013-2014	2014-2015	2015-2016	3-yr Avg	Data Source
External Business/Community Partnerships (#)	4	5	7		School-level Data
Community Events (#)			2		School-level Data
School Events (#)					School-level Data
Parent Training Workshops (#)		18	22		School-level Data
Curriculum Nights (#)	4	4	7		School-level Data

Richmond County School System Strategy Map

Gold boxes are Goal Areas

Blue boxes are Performance Objectives



**High Performing
Culture and
Workforce**

**Operational
Effectiveness**

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

NAME OF SCHOOL/PRINCIPAL: John M. Tutt Middle School/Ms. Angela Sheahan
NAME OF DISTRICT/SUPERINTENDENT: Richmond County/Dr. Angela Pringle
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i> <input type="checkbox"/> <i>Opportunity School</i>

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title I Director _____	Date _____
(Title I Schools only)	

Title I only (SWP 9, 14, 18)	
The Letter of Intent for Title I Schoolwide was submitted on _____.	
Please indicate the programs that are consolidated in this plan: _____	
School Designated as a Priority School _____ (Yes or No)	School Designated as a Focus School <u>Yes</u> (Yes or No)

School Improvement Plan – Middle

School: John M. Tutt Middle School

Principal: Ms. Angela Sheahan

Date: August 30, 2016

School Improvement Goal Area:

Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year 3
Increase by 3% the percentage of students scoring Proficient or above on the Mathematics EOG.	2014-2015 16.7%	2015-2016 16.3%	2016-2017 19.3%	2017-2018 22.3%
Increase by 3% the percentage of students scoring Proficient or above on the Science EOG	2014-2015 10.9%	2015-2016 8.3%	2016-2017 11.3%	2017-2018 14.3%
Increase by 3% the percent of 8th grade students achieving a Lexile measure greater than or equal to 1050. (As measured by the CCRPI)	2014-2015 46.6%	2015-2016 59.7%	2016-2017 62.7%	2017-2018 65.7%
Increase the percentage of students scoring Proficient or above on the Social Studies EOG	2014-2015	2015-2016	2016-2017	2017-2018
Increase the school's CCRPI Target by 3% annually.	2014-2015 63.8%	2015-2016 56.2%	2016-2017 59.2%	2017-2018 62.2%

Performance Measure is aligned to the RCSS Performance Objective of:

Initiative	RCSS Performance Objective	Georgia School Keys Standard
1. Behavior Intervention Plan	Operational Effectiveness: Improve the safety and orderliness of environments	PO1: Shares a common vision/mission that defines the school culture and guides the continuous improvement process.
2. Research-based instructional strategies (all subjects)	High Academic Achievement and Success for All: Increase student performance at or above grade level	I4: Uses research-based instructional practices that positively impact student learning
3. Co-host EdCamp (teacher-driven professional learning non-conference)	Community Engagement: Improve perceptions of RCSS and pursue and attract collaborative partnerships. High Performing Culture and Work Force: Develop and implement high staff standards and expectations.	PO 1: Shares a common vision/mission that defines school culture and guides the continuous improvement process. Instruction 4: Uses research-based instructional practices that positively impact student learning
4. Student self-monitoring process	High Academic Achievement and Success for All: Increase student performance at or above grade level	Instruction 8: Establishes a learning environment that empowers students to actively monitor their own progress
5. Systematic, collaborative planning processes	High Performing Culture and Workforce: Develop and implement high staff standards and expectations. Increase student performance at or above grade level	Curriculum 1: Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction. Curriculum 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed Assessment 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices.
6. Timely, systematic, data-driven interventions	High Academic Achievement and Success for All: Increase student performance at or above grade level	Instruction 9: Provides timely, systematic, data-driven interventions
7. Content Literacy	High Academic Achievement and Success for All: Increase student performance at or above grade level	Instruction 4: Uses research-based instructional practices that positively impact student learning

John M. Tutt's Needs Assessment/ Data Review Results Summary Analysis

John M. Tutt Middle School is one of the four middle schools that has been identified as a Focus School for the 2016-2017 school year. Tutt Middle School's Flexible Learning Plan Team analyzed school level disaggregated data to identify areas of need among the subgroups to be served. After reviewing historical data and scores from the State Longitudinal Data System via Infinite Campus and Data Director, 2013-2014 Criterion Reference Competency Test (CRCT) and 2014-2016 Georgia Milestones End-of-Grade scores from each grade level, subgroups were analyzed to determine trends and to identify areas for improvement within the instructional program.

The evidence for this academic determination is as follows:

- ELA- The state mandates 63.6% of students meet state performance targets. For Tutt Middle School, 55% of all ELA GA Milestones test takers scored in the Developing Learner or above category. 41% of 6th Grade ELA GA Milestones students scored in the Developing Learner or above category, 51% of 7th Grade ELA GA Milestones students scored in the Developing Learner or above category and 69% of 8th Grade GA Milestones students scored in the Developing Learner or above category. Tutt's ELA GA Milestones fall below the state's performance targets; therefore, ELA is identified as an academic need.
- Math- The state mandates 66.8% of students meet state performance targets. For Tutt Middle School, 54% of all Math GA Milestones test takers scored in the Developing Learner or above category on the Math Georgia Milestones, 53% of 6th Grade Math GA Milestones test takers scored in the Developing Learner or above category and 54% of 7th Grade Math GA Milestones test takers scored in the Developing Learner or above category and whereas 55% of 8th Grade Math GA Milestones test takers scored in the Developing Learner or above category. Tutt's Math GA Milestones fall below the state's performance targets; therefore, Math is identified as an academic need.

The following performance was observed:

English/Language Arts 2015-2016 EOG - Percentage of students scoring at **Developing Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 55%

Blacks – 50%

Whites – 63%

SWD – 6%

Mathematics 2015-2016 EOG - Percentage of students scoring at **Developing Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 54%

Blacks – 46%

Whites – 67%

SWD – 18%

Algebra I 2015-2016 EOC - Percentage of students scoring at **Developing Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 86%

Blacks – 75%

Whites – 100%

Science 2015-2016 EOG - Percentage of students scoring at **Developing Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 55%

Blacks – 50%

Whites – 63%

SWD – 6%

Physical Science 2015-2016 EOC - Percentage of students scoring at **Developing Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 20%

Blacks – 12%

Whites – 37%

SWD – 10%

Social Studies 2015-2016 EOG - Percentage of students scoring at **Developing Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 40%

Blacks – 35%

Whites – 54%

SWD – 4%

Predictor for High School Graduation

The following student performance data suggests an academic need exists in English Language Arts, Math, Science, and Social Studies. The evidence for this academic need is as follows:

English/Language Arts 2015-2016 EOG - Percentage of students scoring at **Proficient Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 21%

Blacks – 15%

Whites – 36%

SWD – 0%

Mathematics 2015-2016 EOG - Percentage of students scoring at **Proficient Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 16%

Blacks – 12%

Whites – 22%

SWD – 1%

Algebra I 2015-2016 EOC - Percentage of students scoring at **Proficient Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 40%

Blacks – 33%

Whites – 63%

Science 2015-2016 EOG - Percentage of students scoring at **Proficient Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 21%

Blacks – 15%

Whites – 36%

SWD – 0%

Physical Science 2015-2016 EOC - Percentage of students scoring at **Proficient Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 3%

Blacks – 2%
 Whites – 5%
 SWD – 0%

Social Studies 2015-2016 EOG - Percentage of students scoring at **Proficient Learner or Above** on the Georgia Milestones EOGs and EOCs Data by Subgroups:

All Students – 8%
 Blacks – 5%
 Whites – 14%
 SWD – 1%

2015-2016 ~ End-of-Grade ~ Georgia Milestones Results

2016 ~ ELA ~ End-of-Grade ~ Georgia Milestones				
Subgroups	Percentage of Students Scoring in Each Achievement Level			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
All/ED	45	34	20	1
Black	50	35	15	0
White	36	28	33	3
SWD	94	6	0	0
2016 ~ Math ~ End-of-Grade ~ Georgia Milestones				
Subgroups	Percentage of Students Scoring in Each Achievement Level			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
All/ED	46	38	15	1
Black	53	34	12	0
White	33	45	19	3
SWD	82	17	1	0
2016 ~ Science ~ End-of-Grade ~ Georgia Milestones				
Subgroups	Percentage of Students Scoring in Each Achievement Level			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
All/ED	55	34	20	1
Black	78	16	6	0

White	69	14	17	3
SWD	95	6	2	0
2016 ~ Social Studies ~ End-of-Grade ~ Georgia Milestones				
Subgroups	Percentage of Students Scoring in Each Achievement Level			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
All/ED	60	32	7	1
Black	65	30	4	1
White	46	40	10	4
SWD	96	3	1	0

2015-2016 ~ End-of-Course ~ Georgia Milestones Results

2016 ~ Algebra I ~ End-of-Course ~ Georgia Milestones				
Subgroups	Percentage of Students Scoring in Each Achievement Level			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
All/ED	3	46	36	4
Black	25	42	25	8
White	0	38	63	0
SWD	-	-	-	-
2016 ~ Physical Science ~ End-of-Course ~ Georgia Milestones				
Subgroups	Percentage of Students Scoring in Each Achievement Level			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
All/ED	81	17	3	0
Black	88	10	2	0
White	63	32	5	0
SWD	90	10	0	0

School Name _____

Date _____

Planning Committee Members (SWP 7, 15)

Name	Position/Role	Signature
Angela Sheahan	Principal	
Tina Carithers	Asst. Principal	
Dr. Nathaniel Nelson	Asst. Principal	
Dr. Frances Sampson	Title I	
	Parent	
	Parent	
	Parent	
	Student 6 th representative	
	Student 7 th representative	
	Student 8 th representative	

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

Needs Assessment/ Data Review Results (SWP 1, 10, 11, 12, 13, 16, 17)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>1. Create and implement an intervention program for students who have received four (4) or more referrals.</p>	<p>Number of referrals by grade level (monthly) to identify targeted students.</p> <p>Examination of data by sub-group, location/time of incidents to identify targeted behaviors for counseling sessions.</p> <p>Monthly discipline data will be used to determine if there is a reduction in the number of referrals of the target group</p>	<p>Dr. Regina Brewton, Guidance Counselor</p> <p>Sandra Parson, School Social Worker</p> <p>Shika Cunningham, Parent Facilitator</p> <p>Tina McGee, Behavior Intervention Specialist</p> <p>*Dr. Nathaniel Nelson, AP</p>	<ol style="list-style-type: none"> 1. Parent/Student Handbook and quarterly newsletters for parents. 2. School Website and Shout Point 3. RCSS Website and Infinite Campus Parent Portal 4. The school marquee 5. Flyers 6. Email via Infinite Campus
<p>2. Identify three research-based strategies used by every teacher to promote student engagement, ownership, and achievement</p>	<p>State student achievement data: EOC's/EOG's</p> <p>iReady assessments for math and reading</p> <p>Grade distribution reports</p> <p>Unit pre-/post-tests</p> <p>Teacher lesson plans for usage data</p> <p>Student artifacts</p>	<p>Kimberly White, Instructional Coach</p> <p>Teachers – In- Residence (TIRs)</p> <p>Walter Reeves, School Improvement Process (RESA)</p> <p>RCSS Curriculum Department</p> <p>*Angela Sheahan, Principal</p>	<ol style="list-style-type: none"> 1. Parent/Student Handbook and quarterly newsletters for parents. 2. School Website and Shout Point 3. RCSS Website and Infinite Campus Parent Portal 4. The school marquee 5. Flyers 6. Email via Infinite Campus

<p>3. Provide timely, systematic, data-driven interventions</p>	<p>Data notebooks</p> <p>Commonly used rubric for constructed responses</p> <p>Unit pre-/post-test data</p> <p>Lesson plans</p> <p>Teacher descriptive feedback</p>	<p>*Kimberly White Instructional Coach</p> <p>Angela Sheahan, Principal</p> <p>Instructional Lead Team</p> <p>Dr. Sandra Jones, RCSS FLP Coordinator</p>	<ol style="list-style-type: none"> 1. Parent/Student Handbook and quarterly newsletters for parents. 2. School Website and Shout Point 3. RCSS Website and Infinite Campus Parent Portal 4. The school marquee 5. Flyers 6. Email via Infinite Campus
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Highly Qualified Staff

(SWP 5)

All course are taught by highly qualified staff. No (Yes or no)

If no, explain

Tutt Middle School currently employs one teacher that is not highly qualified on one subject/course. The teacher is currently teaching out of field one hour per day (one subject).

List efforts to recruit highly qualified teachers to your school.

John M. Tutt Middle School and the Richmond County School System attract highly qualified, high-quality teachers by posting job positions on the Teach Georgia and the Richmond County School System websites. Tutt also makes contact with high-quality teachers by attending various job fairs. In order to retain highly qualified, high-quality teachers, John M. Tutt Middle School and the Richmond County School System provides support to new staff in the form of professional learning, observation and feedback, and mentoring. In addition to a district orientation program, all new Tutt employees are required to attend a site-based orientation program (new teacher lunch and learn). As part of the site-based program, new teachers are paired with a teacher mentor who guides them in understanding the school's culture/climate, history and school procedures. Teacher mentors and new teachers then have regular contact throughout the school year to discuss issues as they arise. Tutt Middle School offers site-based professional learning activities that positively influence the retention of its employees. Depending upon the individual needs of the employees, the School District makes available professional learning opportunities at the system level. These activities provide enrichment opportunities Tutt's employees, as well as an avenue to help facilitate the process of certificate renewal.

School Improvement Plan – Middle

Initiative: (SWP 2, 6, 8, 10)

Group Affected by Initiative	Research-Based Action Steps (Tasks in Indistar)	Team or Leader who will oversee the initiative and actions & collect data	Data that the Team or Leader will collect	Timeline for implementing initiative and actions	Funding Source, Materials/Resources Needed
All students	Improve community perceptions of Tutt Middle School and RCSS by co-hosting with AU, RCSS Professional Learning Department, and cluster schools EdCamp, a teacher-driven professional learning “non-conference”.	-Tina Carithers, AP -Kimberly White, Instructional Coach -Margaret Weston, SPED teacher -Kimberly Tucker, ELA teacher -Dr. Laura Rychly and Dr. Petit, Jennifer Armstong, AU Professors -Dr. LaToya Doby-Holmes, Director of Professional Learning *Angela Sheahan, Principal (Chair)	Number of participants Number of host school presenters	1. May 2016 2. August, September, and October, 2016 3. August, 2016 4. October 1, 2016	Sponsor contributions: Approximately \$3,000.00
All students	Establish and implement a process that empowers all students to actively monitor their own progress.	-Tina Carithers, AP -Instruction Lead Team *Tina Bradshaw, media specialist (Chair)	Beginning/End-of – the-year student self-assessment survey. Semester student-led conferences with parents/teachers. October 13, 2016 March 22, 2017	1. September, 2016 2. August, 2016 3. September – on-going 4. May, 2017	Title 1 funds for on-line subscription for Three Rings \$2000.00

All teachers	Create systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction	*Kimberly White Instructional Coach -Angela Sheahan, Principal -Instructional Lead Team -Dr. Sandra Jones, RCSS FLP Coordinator	-Data notebooks -Commonly used rubric for constructed responses -Unit pre-/post-test data -Lesson plans -Teacher descriptive feedback	1. August, 2016 – on-going 2. August, 2016 – on-going 3. August, 2016 – on-going	Title I and Title II \$40,000.00 FLP Budget
Selected teachers: Math, ELA, Science, and connection teacher	Integrate literacy in the content areas (LDC/MDC)	Angela Sheahan, Principal -Kimberly White, Instructional Coach -Monica Young, ELA Teacher -Aisha Dixon, Science Teacher -Charles Elson, Technology Teacher -Matthew Brosious, Social Studies Teacher -Stanford Horne, Math Teacher -Thurston Williams, Math Teacher	LDC/MDC Agendas and Modules Student Work Observations/Focus Walk	August, 2016 2. August, 2016 and on-going	Title I and Title II Substitute Teacher Pay- \$6,000.00 Achieve 3000 - \$25,000.00

Principal

School Council President

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement Plan

(SWP 3)

Professional Learning Strategy to Support School Improvement Plan Initiative	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p>All certified teachers will participate in professional learning sessions on Thursday with the instructional coach.</p> <p>Professional learning during the 2016-2017 school year will focus on 1) Interactive Student Notebooks, 2) Thinking Maps, and 3) Choice Boards</p>	<p>August 2016 – May 2017 (Thursdays during teachers’ planning periods)</p>	<p>Supplies and material \$500.00</p>	<p>Kimberly White, Instructional Coach</p>	<p>Administrative Team Instructional Coach LEA Monitoring Team</p>	<p>Professional Learning Sign-In Sheets Lesson Plans Observation data (TKES and focus walks) Formative/Summative Assessments indicating a high level of mastery</p>
<p>All certified teachers will participate in a study of the book, <i>If You Can’t Manage Them, You Can’t Teach Them.</i></p>	<p>August 2016 – May 2017 (one chapter per month)</p>	<p>\$1,500.00</p>	<p>*Tina Carithers</p>	<p>Administrative Team</p>	<p>Monthly faculty meeting agendas and sign-in sheets Reduction in discipline referrals</p>
<p>Saturday Summits during which the ILT gather information, examines school data, and creates and/or monitors the school improvement plan.</p>	<p>September 9, 2016 November 12, 2016, and February 11, 2017</p>	<p>\$8,000.00</p>	<p>*Angela Sheahan</p>	<p>Administrative Team</p>	<p>Saturday Summit agendas and sign-in sheets.</p>

Professional Conferences/ Workshops /Seminars to include but not limited to:	October 2016 and on-going	Cost of registration, hotel and travel:	*Tina Carithers	Dr. Frances Sampson and Title I	Redelivery presentations Conference agendas
Early Career Principal Residency Program	September, 2016 and on-going	\$2,500.00			
ILC Conference for Focus School	October, 2016	\$2,000.00			
Georgia Council of Mathematics Teachers	October, 2016	\$1,500.00			
Technology Conference	November, 2016	\$6,000.00			
Youth At-Risk Conference	March, 2017	\$3,000.00			
Summer Leadership Retreat	Summer 2017	\$8,000.00			
International Literacy Association 2017 Conference	July, 2017	\$7,000.00			
Model School Conference	June 2017	\$26,000.00			
High Schools that Work (Literary Design Collaborative and Mathematics Design Collaborative)	July 2017	\$13,000.00			

Parental Involvement Plan to Support School Improvement Plan (SWP 4)

Parent Engagement Activities	Person(s) Responsible- will oversee the actions	Evaluation Results	Evidence of Impact on Student Learning	Timeline	Estimated Cost, Funding Source, and/or Materials/Resources Needed
<ol style="list-style-type: none"> 1. Cluster parent meeting with focus on Attendance 2. Parent Input Meeting 3. FLP Meeting 4. Infinite Campus Parent Portal Training 5. Volunteer Training 	<p>Administrative Team</p> <p>Tina Carithers, AP</p> <p>Shika Cunningham, Parent Facilitator</p> <p>Cluster Representatives</p>	<p>To Be Determined (TBD)</p> <p>Parent/Student survey of FLP</p> <p>Infinite Campus Parent Portal survey</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p> <p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>	August, 2016	\$100.00
<ol style="list-style-type: none"> 1. Open-House (Popping for Progress) 2. FLP Meeting 3. Infinite Campus Parent Portal Training 4. Volunteer Training 5. Review and Revise Meeting (Policy and Compact) 6. Tutt Cluster Meeting 	<p>Administrative Team</p> <p>Tina Carithers, AP</p> <p>Shika Cunningham Parent Facilitator</p> <p>Annette Turabi, Parent Stakeholder</p> <p>Cluster Representatives</p>	<p>To Be Determined (TBD)</p> <p>Parent/Student survey of FLP</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p> <p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>	September, 2016	\$100.00

<ol style="list-style-type: none"> 1. Annual Meeting 2. Infinite Campus Parent Portal Training 3. Volunteer Training 4. Parent Night - Science 	<p>Administrative Team</p> <p>Shika Cunningham Parent Facilitator</p> <p>Annette Turabi, Parent Stakeholder</p> <p>Science Department: Terry McClain Jim Murzynowski Aisha Dixon</p>	<p>To Be Determined (TBD)</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p> <p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>	<p>October, 2016</p>	<p>\$200.00</p>
<ol style="list-style-type: none"> 1. National Parent Involvement Day Event 2. Parent Night – Literacy 3. Infinite Campus Parent Portal Training 4. Volunteer Training 	<p>Administrative Team</p> <p>Shika Cunningham Parent Facilitator</p> <p>Annette Turabi, Parent Stakeholder</p> <p>ELA Department: Diane Collier Fran Boseman Ashley Edge Monica Young John Oliverio Kimberly Tucker</p>	<p>To Be Determined (TBD)</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p> <p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>	<p>November, 2016</p>	<p>\$100.00</p>
<ol style="list-style-type: none"> 1. Principal’s Coffee and Chat 2. Infinite Campus Parent Portal Training 3. Volunteer Training 4. Parent Night – Winter Program 	<p>Administrative Team</p> <p>Shika Cunningham Parent Facilitator</p> <p>Annette Turabi, Parent Stakeholder</p> <p>Connections Depart:</p>	<p>To Be Determined (TBD)</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p>	<p>December, 2016</p>	<p>\$100.00</p>

	Debra Arico Tim Bourdo Heather Rhodes Brandi Colon Charles Elson		Increased academic performance on Georgia Milestone Assessments Fewer students failing grade level		
1. FLP Meeting 2. Infinite Campus Parent Portal Training 3. Volunteer Training 4. Georgia Milestones Parent Information Meeting 5. MVP Night – Parent Information provided at basketball game	Administrative Team Tina Carithers, AP Shika Cunningham Parent Facilitator Annette Turabi, Parent Stakeholder	To Be Determined (TBD) Parent/Student survey of FLP	Grade distribution showing greater number of students passing classes Post-tests results show increased mastery across content areas Increased academic performance on Georgia Milestone Assessments Fewer students failing grade level	January, 2016	\$100.00
1. FLP Meeting 2. Infinite Campus Parent Portal Training 3. Volunteer Training 4. Parent Night – Heritage Night (Social Studies)	Administrative Team Tina Carithers, AP Shika Cunningham Parent Facilitator Annette Turabi, Parent Stakeholder	To Be Determined (TBD) Parent/Student survey of FLP	Grade distribution showing greater number of students passing classes Post-tests results show increased mastery across content areas Increased academic performance on Georgia Milestone Assessments Fewer students failing grade level	February, 2016	\$100.00

<ol style="list-style-type: none"> 1. Georgia Milestones Parent Information Meeting 2. Infinite Campus Parent Portal Training 3. Volunteer Training 4. Parent Night - Math 	<p>Administrative Team</p> <p>Shika Cunningham, Parent Facilitator Annette Turabi, Parent Stakeholder</p> <p>Math Department: Jennifer Terrell Stanford Horne Thurston Williams Rebecca Thompson</p>	<p>To Be Determined (TBD)</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p> <p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>	<p>March, 2016</p>	<p>\$100.00</p>
<ol style="list-style-type: none"> 1. Parent Training/Input Meeting (compact/policy) 2. Infinite Campus Parent Portal Training 3. Volunteer Training 4. Transition/Orientation for parents of 8th grade students moving to Westside 	<p>Administrative Team</p> <p>Shika Cunningham, Parent Facilitator</p> <p>Dr. Regina Brewton, Guidance Counselors</p>	<p>To Be Determined (TBD)</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p> <p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>	<p>April, 2016</p>	<p>\$100.00</p>
<ol style="list-style-type: none"> 1. Infinite Campus Parent Portal Training 2. Volunteer Training 3. Transition/Orientation for parents of 5th grade students moving to Tutt 4. End-of-the-year parent meeting 	<p>Administrative Team</p> <p>Shika Cunningham, Parent Facilitator</p> <p>Dr. Regina Brewton, Guidance Counselors</p>	<p>To Be Determined (TBD)</p>	<p>Grade distribution showing greater number of students passing classes</p> <p>Post-tests results show increased mastery across content areas</p>	<p>May, 2016</p>	<p>\$100.00</p>

			<p>Increased academic performance on Georgia Milestone Assessments</p> <p>Fewer students failing grade level</p>		
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****The Title I Annual Meeting must be held before October 1st but not prior to compact and policy revisions. (Include revision date on policy)**

****100% Compacts should be signed, dated, and returned before November 1st except for new students. (Include revision date on compacts)**

**** All parent meetings should be maintained throughout year with complete documentation (sign in agendas, handouts, webpage posting, shout points, etc).**

John M. Tutt Middle School Summary of Parental Involvement Program

John M. Tutt Middle School faculty and staff take seriously its obligation to involve parents and the community in educating students. The school has established a School Council to address and discuss student achievement, school facility improvements, parental involvement initiatives, and other school related concerns. The school also has implemented a Parental Involvement Policy (See Appendix A). This policy assures parents that their feedback will be sought on the school's performance and lists specific ways in which parents will be involved. A School-Home Compact (See Appendix B) has also been developed and is used to enlist parents' support in getting students to meet grade level expectations. The compact is reviewed and discussed at initial conferences and meetings at the beginning of the school year. The terms of the compact are referenced repeatedly throughout the school year as appropriate.

- (a) Tutt involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school Parent and Family Engagement Policy by inviting all parents to participate in an end-of-the-year Revision and Development meeting where parents can give input on the development the school-wide plan, Parent and Family Engagement Policy, school-parent compact, parental involvement budget, and the School Improvement Plan. Parents can also access the policy and school-wide plan on the school's website and in the Parent and Family Engagement Resource Room. Parents are also invited to provide feedback throughout the year through various Title 1 Parent Surveys including those distributed at each Title 1 family activity, the yearly on-line Title 1 Surveys, and those provided in the school's Title 1 packets provided to families each year.
- (b) Tutt updates the school parental involvement policy periodically to meet the changing needs of parents and the school, distributes it to parents of participating children, and makes the parental involvement plan available to the local community by hosting an annual revision and developmental meeting where all stakeholders are invited to give input and feedback on the policy. The policy is also located in the front office, in the parent resource room, and is posted on our school's website where parents can also give feedback throughout the year. At the beginning of the year, the policy is sent home as part of the Title I Parent and Student Packet.
- (c) Tutt conducts an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' roles in the educational process, the school's Parent and Family Engagement Policy, the school-wide plan, and the School-Parent Compact. Tutt encourages and invites all parents of participating children to attend by sending home flyers. Tutt communicates using multiple methods including flyers, school messenger, the school's website, and the

school marquee.

- (d) Tutt increases opportunity for parent involvement by scheduling meetings on multiple days and at a variety of times and may provide, with funds provided under Title I, transportation, child care, or home visits. Services related to parental involvement are communicated by sending home flyers allowing parents to choose a time convenient to them. Tutt also seeks information about how to improve services through parent surveys and meeting evaluations. Notifications about all meetings are sent home two weeks in advance. Several communication methods are used as reminders. Additionally, home visits may be made after consulting the Richmond County Schools Social Services Department.
- (e) Tutt provides parents of participating children with timely information about the Title I program, a description and explanation of the curriculum used at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. The school provides opportunities for parents to participate in the academic process by requesting input and feedback at the end of every Title 1 meeting. Parent input and feedback is evaluated by the Instructional Lead Team, and if appropriate, is incorporated into the school improvement plan. During Open House, grade level standards and expectations, curriculum and assessments information, teacher syllabi, and the dates that progress reports and report cards are distributed is shared. A school calendar is distributed at the beginning of the school year and is posted on the school's website to inform parents about the regular upcoming parent meetings including the dates available for parents to schedule conferences and the Title I Revision meeting where parents and families can formulate suggestions and be involved in the decision-making process relating to their child's education.
- (f) Tutt jointly develops with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Revision to the School-Parent Compact occurs during the school's Annual Revision and Development meeting at the end of the year to which all parents are invited. A copy of the revised School-Parent Compact is sent home with every student. The school-parent compact is posted on our school's website. Parents are welcomed to give input on the School-Parent Compact throughout the school year. A copy of the School-Parent Compact is shared at parent conferences as part of the school's effort to build partnerships with parents for student achievement.
- (g) Tutt facilitates parent understanding on a variety of topics such as the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments (including alternate assessments), and the requirements of Title I, Part A. Parents are trained on how to use Infinite Campus to monitor their child's progress. In addition to Infinite Campus, measurable assessment data is

posted and shared with teachers, parents, and students through postings in the local newspaper, through internal communication modes, and on the state of Georgia Department of Education website. The academic content standards and student academic achievement as measured by state and district assessments are also reviewed at Title I meetings with parents and teachers.

- (h) Tutt provides materials and training to help parents work with their child to improve their child's achievement. This occurs during regularly scheduled parent workshops focused on topics such as literacy training and using technology. These workshops are conducted by the school in cooperation with the district-wide Title I Parent Involvement Coordinator. Through these workshops parents are able to ask questions regarding promotion requirements. Parents are also given the opportunity to make and take materials and acquire tools that will help them help their child meet their academic and development goals.

Response to SWP 9: 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	Supplies, technology, conference, extended learning (Saturday School), Flexible Learning Program, instructional materials, consultant, parental involvement materials, resource books, salaries
State Funds	N/A
Reduced Class Size	NA
School Improvement Grant (Needs Improvement Title I Schools Only)	Professional Learning (Saturday Summit), conferences, instructional materials, technology
Local Professional Learning Funds	NA
Grants	NA