



School Improvement Plan 2018 - 2019



Muscogee County Midland Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Midland Middle School
Team Lead	Dr. Barrie Clarke and Janele Deloatch

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	PBIS in the Classroom
Goal	By May 2019, 100% of the teachers will be trained and at least 85% will successfully implement all four PBIS evidence-based classroom practices based on data collection and walk-through results.

Action Step # 1

Action Step	Administrators, teachers, and students will collaboratively develop and implement school-wide, classroom and grade-level expected behaviors and rewards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Form SWIS Student Surveys Teacher Surveys Agendas Minutes
Position/Role Responsible	Administrators, PBIS Coach, Teachers, Academic Dean
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Midland Middle School's community partners will be able to provide incentives for students.
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Action Step # 2

Action Step	Job-embedded professional development for teachers utilizing PBIS strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Form SWIS Student Surveys Teacher Surveys Agendas Minutes
Position/Role Responsible	Administrators, PBIS Coach, Academic Dean
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Present PBIS evidence-based classroom practices through four modules (training) throughout the 2018-2019 school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Monitoring Form SWIS Student Surveys Teacher Surveys Agendas Minutes
Position/Role Responsible	Administrators, PBIS Coach, Academic Dean
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Utilize PBIS Rewards APP to incentivize positive student behaviors in the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring Form SWIS PBIS Rewards Implementation Data Student Surveys Teacher Surveys
Position/Role Responsible	Administrators, PBIS Coach, Teachers, Academic Dean
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Utilize social-emotional learning curriculum (Second Step) to reinforce positive behaviors school-wide and in the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Second Step Calendar Observation Data Agendas Minutes Teacher feedback
Position/Role Responsible	Administration, Second Step Chair, Teachers, Academic Dean
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Implement Amie Dean video training with faculty.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas PL Calendar

Action Step # 6

Method for Monitoring Implementation and Effectiveness	Observation Data SWIS data
Position/Role Responsible	Administration, Academic Coach, and Academic Dean
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Select staff and faculty for training on de-escalation (MindSet Training).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agenda Observation Data SWIS Data
Position/Role Responsible	Administration, School LEA, Select Faculty/Staff
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Select faculty and staff will attend PBIS Conferences to increase understanding of what PBIS looks like when it is fully developed (operational/distinguished).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Conference Agenda Re-delivery Agenda Observation Data SWIS Data
Position/Role Responsible	Administration, PBIS Coach, and Selected Faculty/Staff
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Teachers will utilize Multi-tiered System of Supports (MTSS).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas Minutes

Action Step # 9

Method for Monitoring Implementation and Effectiveness	SWIS SST Referrals
Position/Role Responsible	Administration and Academic Dean
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Growing Student Lexile Scores
Goal	By May 2019, at least 95% of teachers will use either RACE, Graphic Organizers, and/or Jane Shaffer writing strategies across the curriculum on how to read, write, and respond to grade level or higher text passages in order to increase Lexile levels school-wide as measured by Achieve 3000 and the 2019 GMAS scores.

Action Step # 1

Action Step	Teachers and co-teachers implement shared responsibility for teaching all students assigned to the classroom. Co-teaching models could include but are not limited to stations, parallel, alternative and/or team teaching.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning Calendar Agendas Lesson Plans Common Planning Minutes Observation Data
Position/Role Responsible	Teachers, Administrators, LEA , Academic Coach and Academic Dean
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Job-embedded professional development for teachers on evidence-based reading and writing strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning Calendar Agendas Observation Data Lesson Plans Common Planning Minutes Teacher Surveys
Position/Role Responsible	Administrators, Academic Coach, Academic Dean and LEA
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Evidence-based reading and writing strategies will be utilized weekly in all classroom instruction. To include but not limited to: Leveled Literacy Intervention (LLI), Acheive 3000, Jane Shaffer writing method, JAG Recovery.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 3

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas Observation Data Lesson Plans Common Planning Minutes Teacher Surveys
Position/Role Responsible	Teachers, Administrators, Academic Coach and Academic Dean
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	In order to successfully respond to text passages, teachers will equip students with the ability to process content using evidence-based instructional strategies. (Graphic Organizers, Restate Answer Cite Explain (RACE), Circle Underline Box Eliminate (CUBE), Purposeful Close Reading and Writing)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Observation Data Student Work Common Planning Minutes
Position/Role Responsible	Teachers, Administrators, Academic Coach, and Academic Dean
Timeline for Implementation	Weekly

What partnerships with IHEs,	
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Action Step # 4

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	In order to help students practice skills, strategies, and processes to deepen content knowledge, the Gradual Release Model of Instruction will be used with an emphasis on guided instruction and collaboration.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning Calendar Agendas Common Planning Minutes Lesson Plans Observation Data
Position/Role Responsible	Academic Coach, Teachers, Administration, and Academic Dean
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Update Media Center collection to address age of collection and lexile complexity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Media Center Circulation Data
Position/Role Responsible	Media Specialist, Teachers, Administrators, and Academic Coach
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Utilize protocols/rubrics for discussing student work and provide exemplar writing samples throughout the building.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Common Planning Minutes Student Work Rubrics/protocols Student displays Observation Data

Action Step # 7

Position/Role Responsible	Teachers, Academic Coach, Administrators, and Academic Dean
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Administrators and teachers will attend workshops and conferences that will assist in growing their knowledge of evidence-based instructional strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Conference Agendas Re-delivery Agenda Lesson Plans Common Planning Minutes
Position/Role Responsible	Administrators, Academic Coach, and Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Utilizing evidence-based strategies, additional support for students will be offered after-school and/or Saturdays.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	After- school/Saturday Attendance Data Comparative Grade data Missing Assignment Monitoring Teacher Feedback Parent Feedback
Position/Role Responsible	Academic Dean, Teachers, and Administrators
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Employ the current Academic Coach who will assist teachers in implementing evidence-based strategies.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Evaluations Implementation Data
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

Action Step # 10

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Stakeholders were able to participate in the review of the 2017-2018 SIP plan and provide feedback as to its effectiveness. The team then refined the plan to address the 2018-2019 school year. Each goal and action strategy was unpacked to provide an optimal plan for the upcoming year.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Administration makes a concerted effort to have experienced teachers in each content area to provide quality instruction for all students. Data is analyzed by administrators and used to make decisions regarding teacher placement.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Title I provides support to Midland Middle School's Jaguar (JAG) Recovery and Summer School programs. These programs provide support to students who are academically at-risk. Teachers utilize direct and small group instruction, as well blended learning to provide assistance in the core academic areas.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>The grade-level teams, along with the Academic Dean, review GMAS data (Developing and Beginning Learners), current grades (75 and below), and attendance to determine students who should receive invitations to the JAG Recovery program. Students and parents are provided information regarding the course support offered, teachers, and student expectations.</p>

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Midland Middle School provides opportunities for students to enroll in high school courses. Additionally, the school offers career fairs and host transition meetings for schools in which Midland is a feeder.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>As a PBIS school, the PBIS team consistently reviews discipline data. This includes a review of the discipline by subgroups. Teachers are provided strategies to reduce the number of discipline referrals. Ongoing training will be provided.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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