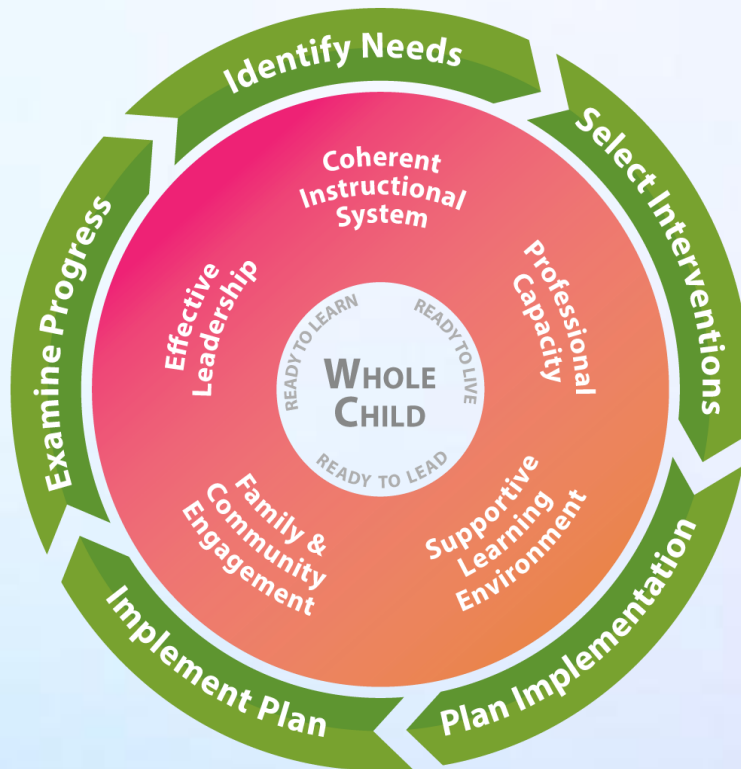




# School Improvement Plan 2019-2020 Action Plan



Garrett Middle School

Submitted June 21, 2019

Revised:

September 3, 2019

September 15, 2019

September 18, 2019

**COHERENT INSTRUCTIONAL SYSTEM**

| GOAL #1   | <b>The number of English Language Arts students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Reading Inventory school-wide.</b> |  |  |
|---|---|--|--|
| Evidence Based Action Steps   | Possible Funding Source(s)  | a. Timeline for Implementation<br>b. Method for Monitoring                     | Position Responsible                         |
| 1. Implement the instructional strategy R.A.C.E. identified in the schoolwide lesson plan.  | Title I and Local School  | a. August-May; weekly<br>b. Walkthrough, Lesson Plans, and CCC Meeting minutes | Administration<br>Academic Coach             |
| 2. Implement frequent common assessments in CTLS, targeted to each student indicated needs.   | Title I and Local School  | a. August-May; weekly<br>b. Walkthrough, Lesson Plans, and CCC Meeting minutes | Administration<br>Academic Coach             |
| 3. Implement frequent Peg common assessments targeted to each student indicated needs.  | Title I and Local School  | a. August-May; weekly<br>b. Walkthrough, Lesson Plans, and CCC Meeting minutes | Administration<br>Academic Coach             |
| 4. Teachers will implement the 4 C's (Collaborative, Creativity, Communication, and Critical Thinking) strategies in English Language Arts. | Title I   | a. August – May; monthly<br>b. 4 C's Rubric, Walkthrough, Lesson Plans         | Discovery Education Coach<br>Administration  |
| 5. Implement Spring Board strategies to help students develop their skills in reading and writing.  | District  | a. August-May<br>b. Walkthrough, Lesson Plans, and CCC Meeting minutes         | Administration<br>Title I Academic Coach/PLS |
| 6.  |   | a.<br>b.   |  |

**EFFECTIVE LEADERSHIP**

| GOAL #1   | <b>The number of English Language Arts students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Reading Inventory school-wide.</b> |   |                              |
|---|---|---|------------------------------|
| Evidence Based Action Steps   | Possible Funding Source(s)  | a. Timeline for Implementation                        | Position Responsible         |
|   |   | b. Method for Monitoring                              |                              |
| 1. Implement Extended Learning Time in the master schedule each day to data-driven remediation              | N/A   | a. August-May; daily                                  | Administration               |
|   |   | b. Walkthrough, Lesson Plans, and CCC Meeting minutes |                              |
| 2. Utilize Academic Coach to ensure that content specific standards are implemented with fidelity and rigor | Title I   | a. August-May; weekly                                 | Academic Coach               |
|   |   | b. Walkthrough, Lesson Plans, and CCC Meeting minutes |                              |
| 3. Ensure Spring Board will be implemented with fidelity across all content areas                           | District  | a. August-May; weekly                                 | Administration               |
|   |   | b. Walkthrough, Lesson Plans, and CCC Meeting minutes |                              |
| 4. Submit Communities In Schools Contract   | Title I   | a. September; annually                                | Administration<br>Bookkeeper |
|   |   | b. CIS Logs   |                              |
| 5. Submit Discovery Education contract for identified teachers to attend training                           | Title I   | a. September; annually                                | Administration<br>Bookkeeper |
|   |   | b. Lesson plans, walkthrough, CCC meeting minutes     |                              |
| 6.  |   | a.  |                              |
|   |   | b.  |                              |

**PROFESSIONAL CAPACITY**

| GOAL #1   | <b>The number of English Language Arts students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Reading Inventory school-wide.</b> |   |                      |
|---|---|---|----------------------|
| Evidence Based Action Steps   | Possible Funding Source(s)  | a. Timeline for Implementation  | Position Responsible |
|   |   | b. Method for Monitoring  |                      |
| 1. Discovery Education will be utilized to enhance the instructional skill set of teachers (Simmons, Head, Ducre, Grider, J. Johnson, Burns, Robinson, Hobbs).  | Title I   | a. August-May; monthly  | Administration       |
|   |   | b. Lesson Plans, CCC Meeting Minutes, Walkthrough, Professional Learning Logs | Academic Coach       |
| 2. Content Release Time to focus on curriculum pacing, instructional interventions and creation of common assessments to use in adjusting instruction using tools such as CTLS Assess and CTLS Teach. | Title I<br>Local School Funds   | a. January - June; annually   | Administration       |
|   |   | b. CCC Release Day Artifacts and Minutes                                      | Academic Coach       |
| 3. Professional development for ELA teachers implementing Spring Board  | Title I   | a. September-May; quarterly   | Title I/PLS Coaches  |
|   |   | b. Lesson plans and CCC meeting minutes                                       |                      |
| 4.  |   | a.  |                      |
|   |   | b.  |                      |
| 5.  |   | a.  |                      |
|   |   | b.  |                      |
| 6.  |   | a.  |                      |
|   |   | b.  |                      |

**SUPPORTIVE LEARNING ENVIRONMENT**

| <b>GOAL #1</b>   | <b>The number of English Language Arts students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Reading Inventory school-wide.</b> |   |                             |
|--|---|---|-----------------------------|
| <b>Evidence Based Action Steps</b>   | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b>                         | <b>Position Responsible</b> |
|  |   | <b>b. Method for Monitoring</b>                               |                             |
| 1. Implement READ 180 with fidelity that focuses on ELA strategies.  | Title I   | a. August-May; weekly   | Read 180 Teacher            |
|  |   | b. Walkthrough, Lesson Plans, RI Scores                       |                             |
| 2. Implement Extended Learning Time to meet the needs of individual learners by creating opportunities through non-traditional instructional spaces with technology. | Title I   | a. August-May; daily  | Administration              |
|  |   | b. Walkthrough, Lesson Plans, and CCC Meeting minutes         |                             |
| 3. Provide preview sessions for rising grade levels during June Academy and New Gator Camp   | Title I   | a. June; annually   | Administration              |
|  |   | b. RI Scores, Grade Profiles, CCC Meeting Minutes, EOG Scores |                             |
| 4. PBIS APP will be utilized to reward students for positive behavior  | Title I<br>Local Funds  | a. August-May; daily  | Administration              |
|  |   | b. PBIS Discipline Data                                       | Teachers                    |
| 5. Communities In Schools Site Coordinator will provide support/mentorship for students related to academic achievement, attendance, and discipline                  | Title I   | a. August-May; daily  | CIS Coordinator             |
|  |   | b. CIS Data, Meeting Logs                                     |                             |
| 6.   |   | a.  |                             |
|  |   | b.  |                             |

**FAMILY AND COMMUNITY ENGAGEMENT**

| <b>GOAL #1</b>  | <b>The number of English Language Arts students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Reading Inventory school-wide.</b> |                                       |                             |
|---|---|---------------------------------------|-----------------------------|
| <b>Evidence Based Action Steps</b>  | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b> | <b>Position Responsible</b> |
|   |   | <b>b. Method for Monitoring</b>       |                             |
| 1. Distribute school parent engagement policy and compact to parents.                               | Title I   | a. October: annually                  | Parent Facilitator          |
|   |   | b. Parent Feedback Surveys            |                             |
| 2. PBIS App Parent Session  | Title I   | a. October; annually                  | Parent Facilitator          |
|   |   | b. Parent Feedback Surveys            |                             |
| 3. Translation opportunities for EL parents   | Title I   | a. August-May; daily                  | Parent Facilitator          |
|   |   | b. Parent Feedback Surveys            |                             |
| 4. Communities In Schools Site Coordinator will attend parent/community events to register students | Title I   | a. July-May; as needed                | CIS Site Coordinator        |
|   |   | b. CIS Data, Meeting Logs             |                             |
| 5.  |   | a.                                    |                             |
|   |   | b.                                    |                             |
| 6.  |   | a.                                    |                             |
|   |   | b.                                    |                             |

| STUDENT GROUPS              |  |                            |   |  |
|-----------------------------|--|----------------------------|---|--|
| Goal #1                     | The number of English Language Arts students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Reading Inventory school-wide. |                            |   |  |
| Evidence Based Action Steps |  | Possible Funding Source(s) | a. Timeline for Implementation<br>b. Method for Monitoring            | Position Responsible                     |
| Economically Disadvantaged  | Truancy Family Support Fund  | Donation                   | a. August-May; when needed<br>b. Financial Procedures                 | Social Worker                            |
|                             | Must Ministries Food Pantry  | Donation                   | a. August-May; monthly<br>b. Distribution Logs                        | Social Worker<br>Office Staff            |
| English Learners            | IEL/ESOL Parent Information Sessions   | Title I and Local School   | a. October-May; quarterly<br>b. Sign-in sheets                        | ESOL Lead and Parent Facilitator         |
|                             | Translation Opportunities for Parents  | Title I                    | a. August-May; daily<br>b. Parent Facilitator Log                     | ESOL Lead and Parent Facilitator         |
| Race / Ethnicity            | SEL (Social and Emotional Learning)  | Grant                      | a. September-May; weekly<br>b. Lesson Plans, walkthrough              | Administration<br>Counselors<br>Teachers |
|                             | Communities in Schools   | Title I                    | a. August-May; daily<br>b. Meeting minutes; parent contact logs       | Site Coordinator                         |
| Foster and Homeless         | HEP Office   | District                   | a. August-May; when needed<br>b. Parent Logs                          | District Personnel                       |
|                             | Communities in Schools   | Title I                    | a. September-May; daily<br>b. Meeting minutes, parent contact logs    | Site coordinator                         |
| Migrant                     | IWC  | Title I                    | a. August-May; when needed<br>b. Parent Logs                          | IWC Personnel                            |
|                             | SEL (Social and Emotional Learning)  | Grant                      | a. September-May; weekly<br>b. Discipline data, SEL lesson plans      | Administration                           |
| Students with Disabilities  | Ensure common formative assessments and interventions are  | n/a                        | a. August-May; weekly<br>b. CTLS Common Assessment Data, Lesson Plans | Teachers<br>Administrators               |

|  |                                    |  |    |  |
|--|------------------------------------|--|----|--|
|  | analyzed and monitored by subgroup |  | b. |  |
|--|------------------------------------|--|----|--|

**COHERENT INSTRUCTIONAL SYSTEM**

| <b>GOAL #2</b>   | <b>The number of Math students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Math Inventory school-wide.</b> |   |                           |  |
|--|---|---|---------------------------|--|
| Evidence Based Action Steps  | Possible Funding Source(s)  | a. Timeline for Implementation                    | Position Responsible      |  |
|  |   | b. Method for Monitoring                          |                           |  |
| 1. Implement the instructional strategy C.U.B.E.S. identified in the schoolwide lesson plan.                               | N/A   | a. August-May; weekly                             | Administration            |  |
|  |   | b. CCC Meeting Minutes, walkthrough, Lesson Plans | Academic Coach            |  |
| 2. Implement the instructional strategy R.A.C.E. identified in the schoolwide lesson plan.                                 | NA  | a. August-May; weekly                             | Administration            |  |
|  |   | b. CCC Meeting Minutes, CTLS Data, Lesson Plans   | Academic Coach            |  |
| 3. Implement the use of the schoolwide common assessments.   | N/A   | a. August-May; weekly                             | Administration            |  |
|  |   | b. CCC Meeting Minutes, CTLS Data, Lesson Plans   | Academic Coach            |  |
| 4. Implement weekly common assessments in CTLS that are aligned to district pacing to be used in weekly CCC meetings       | N/A   | a. August-May; weekly                             | Administration            |  |
|  |   | b. CCC Meeting Minutes, CTLS Data, Lesson Plans   | Academic Coach            |  |
| 5. Teachers will implement the 4 C's (Collaborative, Creativity, Communication, and Critical Thinking) strategies in Math. | Title I   | a. August – May; monthly                          | Discovery Education Coach |  |
|  |   | b. 4 C's Rubric, Walkthrough, Lesson Plans        | Administration            |  |
| 6.   |   | a.  |                           |  |
|  |   | b.  |                           |  |



**EFFECTIVE LEADERSHIP**

| <b>GOAL #2</b>   | <b>The number of Math students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Math Inventory school-wide.</b> |   |                             |
|--|---|---|-----------------------------|
| <b>Evidence Based Action Steps</b>   | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b>             | <b>Position Responsible</b> |
|  |   | <b>b. Method for Monitoring</b>                   |                             |
| 1.Utilized Academic Coach to ensure that math strategies such as CUBES are implemented with fidelity in all grade levels; Increase student engagement; Align instructional rigor with the rigor of the standards; Prioritizing standards; Vertical alignment | Title I   | a. August-May; weekly                             | Administration              |
|  |   | b. CCC Meeting Minutes, Observations, walkthrough | Academic Coach              |
| 2. Incorporating Extended Learning Time and Common Planning into the daily schedule to meet the specific needs of students   | NA  | a. August-May; daily                              | Administration              |
|  |   | b. CCC Meeting Minutes, Observations, walkthrough |                             |
| 3. Submit Discovery Education contract for identified teachers to attend training  | Title I   | a. September; annually                            | Administration              |
|  |   | b. CCC Meeting Minutes, Observations, walkthrough | Bookkeeper                  |
| 4.   |   | a.  |                             |
|  |   | b.  |                             |
| 5.   |   | a.  |                             |
|  |   | b.  |                             |
| 6.   |   | a.  |                             |
|  |   | b.  |                             |

**PROFESSIONAL CAPACITY**

|                |   |
|----------------|---|
| <b>GOAL #2</b> | <b>The number of Math students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Math Inventory school-wide.</b> |
|----------------|---|

| Evidence Based Action Steps   | Possible Funding Source(s)    | a. Timeline for Implementation  | Position Responsible |
|---|-------------------------------|---|----------------------|
|   |                               | b. Method for Monitoring  |                      |
| 1. Discovery Education will be utilized to enhance the instructional skill set of teachers (Simmons, Head, Ducre, Grider, J. Johnson, Burns, Robinson, Hobbs).  | Title I                       | a. August-May; monthly  | Administration       |
|   |                               | b. Lesson Plans, CCC Meeting Minutes, Walkthrough, Professional Learning Logs | Academic Coach       |
| 2. Content Release Time to focus on curriculum pacing, instructional interventions and creation of common assessments to use in adjusting instruction using tools such as CTLS Assess and CTLS Teach. | Title I<br>Local School Funds | a. January - June; annually   | Administration       |
|   |                               | b. CCC Release Day Artifacts and Minutes                                      | Academic Coach       |
| 3.  |                               | a.  |                      |
|   |                               | b.  |                      |
| 4.  |                               | a.  |                      |
|   |                               | b.  |                      |
| 5.  |                               | a.  |                      |
|   |                               | b.  |                      |
| 6.  |                               | a.  |                      |
|   |                               | b.  |                      |

**SUPPORTIVE LEARNING ENVIRONMENT**

| <b>GOAL #2</b>   | <b>The number of Math students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Math Inventory school-wide.</b> |   |                             |
|--|---|---|-----------------------------|
| <b>Evidence Based Action Steps</b>   | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b>                         | <b>Position Responsible</b> |
|  |   | <b>b. Method for Monitoring</b>                               |                             |
| 1. Implement Math Connections with fidelity that focuses on Math strategies.   | Title I   | a. August-May; daily  | Math Connections Teacher    |
|  |   | b. Walkthrough, MI Scores, Lesson Plans                       |                             |
| 2. Implement Extended Learning Time to meet the needs of individual learners by creating opportunities through non-traditional instructional spaces with technology. | Title I   | a. August-May; daily  | Administration              |
|  |   | b. Walkthrough, Lesson Plans, and CCC Meeting minutes         |                             |
| 3. Provide preview sessions for rising grade levels during June Academy and New Gator Camp   | Title I   | a. June; annually   | Administration              |
|  |   | b. RI Scores, Grade Profiles, CCC Meeting Minutes, EOG Scores |                             |
| 4. PBIS APP will be utilized to reward students for positive behavior  | Title I<br>Local Funds  | a. August-May; daily  | Administration<br>Teachers  |
|  |   | b. PBIS Discipline Data                                       |                             |
| 5.   |   | a.  |                             |
|  |   | b.  |                             |
| 6.   |   | a.  |                             |
|  |   | b.  |                             |

**FAMILY AND COMMUNITY ENGAGEMENT**

| <b>GOAL #2</b>  | <b>The number of Math students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Math Inventory school-wide.</b> |                                       |                             |
|---|---|---------------------------------------|-----------------------------|
| <b>Evidence Based Action Steps</b>  | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b> | <b>Position Responsible</b> |
|   |   | <b>b. Method for Monitoring</b>       |                             |
| 1. Distribute school parent engagement policy and compact to parents.                               | Title I   | a. October: annually                  | Parent Facilitator          |
|   |   | b. Parent Feedback Surveys            |                             |
| 2. PBIS App Parent Session  | Title I   | a. October; annually                  | Parent Facilitator          |
|   |   | b. Parent Feedback Surveys            |                             |
| 3. Translation opportunities for EL parents   | Title I   | a. August-May; daily                  | Parent Facilitator          |
|   |   | b.                                    |                             |
| 4. Communities In Schools Site Coordinator will attend parent/community events to register students | Title I   | a. July-May; as needed                | CIS Site Coordinator        |
|   |   | b. CIS Data, Meeting Log              |                             |
| 5.  |   | a.                                    |                             |
|   |   | b.                                    |                             |
| 6.  |   | a.                                    |                             |
|   |   | b.                                    |                             |

**STUDENT GROUPS**

| Goal #2                           | <b>The number of Math students scoring proficient will increase by 15% from August 2019 to May 2020, as measured by the Math Inventory school-wide.</b> |                            |  |  |
|-----------------------------------|---|----------------------------|--|--|
| Evidence Based Action Steps       |   | Possible Funding Source(s) | a. Timeline for Implementation<br>b. Method for Monitoring         | Position Responsible                     |
| <b>Economically Disadvantaged</b> | Truancy Family Support Fund   | Donation                   | a. August-May; when needed<br>b. Financial Procedures              | Social Worker                            |
|                                   | Must Ministries Food Pantry   | Donation                   | a. August-May; monthly<br>b. Distribution Logs                     | Social Worker<br>Office Staff            |
| <b>English Learners</b>           | IEL/ESOL Parent Information Sessions  | Title I and Local School   | a. October-May; quarterly<br>b. Sign-in sheets                     | ESOL Lead and Parent Facilitator         |
|                                   | Translation Opportunities for Parents   | Title I                    | a. August-May; daily<br>b. Parent Facilitator Log                  | ESOL Lead and Parent Facilitator         |
| <b>Race / Ethnicity</b>           | SEL (Social and Emotional Learning)   | Grant                      | a. September-May; weekly<br>b. Lesson Plans, walkthrough           | Administration<br>Counselors<br>Teachers |
|                                   | Communities in Schools  | Title I                    | a. August-May; daily<br>b. Meeting minutes; parent contact logs    | Site Coordinator                         |
| <b>Foster and Homeless</b>        | HEP Office  | District                   | a. August-May; when needed<br>b. Parent Logs                       | District Personnel                       |
|                                   | Communities in Schools  | Title I                    | a. September-May; daily<br>b. Meeting minutes, parent contact logs | Site coordinator                         |
| <b>Migrant</b>                    | IWC   | Title I                    | a. August-May; when needed<br>b. Parent Logs                       | IWC Personnel                            |
|                                   | SEL (Social and Emotional Learning)   | Grant                      | a. September-May; weekly<br>b. Discipline data, SEL Lesson plans   | Administration                           |
| <b>Students with Disabilities</b> | Ensure common formative assessments and interventions are analyzed and monitored by subgroup  | n/a                        | a. August-May; weekly<br>b. CTLS Common Assessment Data            | Teachers<br>Administrators               |
|                                   |   |                            | a.   |  |

|  |  |  |    |  |
|--|--|--|----|--|
|  |  |  | b. |  |
|--|--|--|----|--|

**COHERENT INSTRUCTIONAL SYSTEM**

| <b>GOAL #3</b>  | <b>By the end of the 2019-2020 School year, 85% of students will receive no more than one referral.</b> |   |                             |
|---|---|---|-----------------------------|
| <b>Evidence Based Action Steps</b>  | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b>                                     | <b>Position Responsible</b> |
|   |   | <b>b. Method for Monitoring</b>   |                             |
| 1. Teachers will use standardized lesson plans to instruct students on expected, desirable behaviors and how to self-regulate in difficult situations. This will occur in extended homeroom sessions. | District (PBIS)   | a. September-May; weekly<br>b. walkthrough, lesson plans, discipline data | PBIS Team                   |
| 2.  |   | a.<br>b.  |                             |
| 3.  |   | a.<br>b.  |                             |
| 4.  |   | a.<br>b.  |                             |
| 5.  |   | a.<br>b.  |                             |
| 6.  |   | a.<br>b.  |                             |

**EFFECTIVE LEADERSHIP**

| <b>GOAL #3</b>  | <b>By the end of the 2019-2020 School year, 85% of students will receive no more than one referral.</b> |   |                             |
|---|---|---|-----------------------------|
| <b>Evidence Based Action Steps</b>  | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b>   | <b>Position Responsible</b> |
|   |   | <b>b. Method for Monitoring</b>   |                             |
| 1. Create opportunities for the teachers to educate students on desired behaviors and positive school culture via extended homeroom sessions each week.                                   | None Required   | a. August-May; weekly   | Administration              |
|   |   | b. Observations during weekly extended homeroom   | PBIS Team                   |
| 2. Develop a discipline plan for major and minor infractions that incorporates PBIS and restorative practices to be utilized by teachers in the classroom                                 | None Required   | a. July-May; daily  | Administration              |
|   |   | b. Monthly discipline data using student information system PBIS Rewards App                | PBIS Team                   |
| 3. Implement the use of the PBIS Rewards App in order to effectively reward students in real-time for positive behaviors, thereby leading to an increased awareness of expected behaviors | Local Funds   | a. August-May; daily  | PBIS Administrator          |
|   |   | b. Monthly discipline data using student information system and Usage Reports from the App. |                             |
| 4.  |   | a.  |                             |
|   |   | b.  |                             |
| 5.  |   | a.  |                             |
|   |   | b.  |                             |
| 6.  |   | a.  |                             |
|   |   | b.  |                             |



**PROFESSIONAL CAPACITY**

| <b>GOAL #3</b>  | <b>By the end of the 2019-2020 School year, 85% of students will receive no more than one referral.</b> |   |                             |
|---|---|---|-----------------------------|
| <b>Evidence Based Action Steps</b>  | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b>   | <b>Position Responsible</b> |
|   |   | <b>b. Method for Monitoring</b>   |                             |
| 1. Staff members will receive thorough, frequent training in PBIS and restorative practices models.   | Grant   | a. July-May; quarterly  | PBIS Team                   |
|   |   | b. Lesson Plans, CCC Meeting Minutes, Walkthrough, Professional Learning Logs | Administration              |
| 2. Content Release Time to focus on curriculum pacing, instructional interventions and creation of common assessments to use in adjusting instruction using tools such as CTLS Assess and CTLS Teach. | Title I   | a. January - June; annually   | Administration              |
|   | Local School Funds  | b. CCC Release Day Artifacts and Minutes                                      | Academic Coach              |
| 3. PBIS team will attend training on Tier II PBIS and PBIS in the Classroom   | Grant   | a. August-May; quarterly  | PBIS Team                   |
|   |   | b. PBIS Team Meeting Minutes; PL Log  | Administration              |
| 4.  |   | a.  |                             |
|   |   | b.  |                             |
| 5.  |   | a.  |                             |
|   |   | b.  |                             |
| 6.  |   | a.  |                             |
|   |   | b.  |                             |

**SUPPORTIVE LEARNING ENVIRONMENT**

| <b>GOAL #3</b>  | <b>By the end of the 2019-2020 School year, 85% of students will receive no more than one referral.</b> |                                       |                             |
|---|---|---------------------------------------|-----------------------------|
| <b>Evidence Based Action Steps</b>  | <b>Possible Funding Source(s)</b>   | <b>a. Timeline for Implementation</b> | <b>Position Responsible</b> |
|   |   | <b>b. Method for Monitoring</b>       |                             |
| 1. Use the PBIS Rewards App to acknowledge students for demonstrating desired behaviors | Title I   | a. August-May; daily                  | PBIS Administrator          |
|   |   | b. PBIS Rewards Usage Reports         |                             |
| 2.  |   | a.                                    |                             |
|   |   | b.                                    |                             |
| 3.  |   | a.                                    |                             |
|   |   | b.                                    |                             |
| 4.  |   | a.                                    |                             |
|   |   | b.                                    |                             |
| 5.  |   | a.                                    |                             |
|   |   | b.                                    |                             |
| 6.  |   | a.                                    |                             |
|   |   | b.                                    |                             |

**FAMILY AND COMMUNITY ENGAGEMENT**

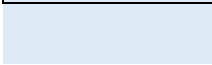
**GOAL #3**      **By the end of the 2019-2020 School year, 85% of students will receive no more than one referral.**

| Evidence Based Action Steps   | Possible Funding Source(s) | a. Timeline for Implementation | Position Responsible |
|---|----------------------------|--------------------------------|----------------------|
|   |                            | b. Method for Monitoring       |                      |
| 1. Distribute school parent engagement policy and compact to parents.                               | Title I                    | a. October: annually           | Parent Facilitator   |
|   |                            | b. Parent Feedback Surveys     |                      |
| 2. PBIS App Parent Session  | Title I                    | a. October; annually           | Parent Facilitator   |
|   |                            | b. Parent Feedback Surveys     |                      |
| 3. Translation opportunities for EL parents   | Title I                    | a. August-May; daily           | Parent Facilitator   |
|   |                            | b.                             |                      |
| 4. Communities In Schools Site Coordinator will attend parent/community events to register students | Title I                    | a. July-May; as needed         | CIS Site Coordinator |
|   |                            | b. CIS Data, Meeting Logs      |                      |
| 5.  |                            | a.                             |                      |
|   |                            | b.                             |                      |
| 6.  |                            | a.                             |                      |
|   |                            | b.                             |                      |

**STUDENT GROUPS**

| <b>STUDENT GROUPS</b>              |   |                                   |   |  |
|------------------------------------|---|-----------------------------------|---|--|
| <b>Goal #3</b>                     | <b>By the end of the 2019-2020 School year, 85% of students will receive no more than one referral.</b> |                                   |   |  |
| <b>Evidence Based Action Steps</b> |   | <b>Possible Funding Source(s)</b> | <b>a. Timeline for Implementation</b>   | <b>Position Responsible</b>              |
|                                    |   |                                   | <b>b. Method for Monitoring</b>         |  |
| <b>Economically Disadvantaged</b>  | Truancy Family Support Fund   | Donation                          | a. August-May; when needed              | Social Worker                            |
|                                    |   |                                   | b. Financial Procedures                 |  |
| <b>Economically Disadvantaged</b>  | Must Ministries Food Pantry   | Donation                          | a. August-May; monthly                  | Social Worker<br>Office Staff            |
|                                    |   |                                   | b. Distribution Logs                    |  |
| <b>English Learners</b>            | IEL/ESOL Parent Information Sessions  | Title I and Local School          | a. October-May; quarterly               | ESOL Lead and Parent Facilitator         |
|                                    |   |                                   | b. Sign-in sheets                       |  |
| <b>English Learners</b>            | Translation Opportunities for Parents   | Title I                           | a. August-May; daily                    | ESOL Lead and Parent Facilitator         |
|                                    |   |                                   | b. Parent Facilitator Log               |  |
| <b>Race / Ethnicity</b>            | SEL (Social and Emotional Learning)   | Grant                             | a. September-May; weekly                | Administration<br>Counselors<br>Teachers |
|                                    |   |                                   | b. Lesson Plans, walkthrough            |  |
| <b>Race / Ethnicity</b>            | Communities in Schools  | Title I                           | a. August-May; daily                    | Site Coordinator                         |
|                                    |   |                                   | b. Meeting minutes; parent contact logs |  |
| <b>Foster and Homeless</b>         | HEP Office  | District                          | a. August-May; when needed              | District Personnel                       |
|                                    |   |                                   | b. Parent Logs                          |  |
| <b>Foster and Homeless</b>         | Communities in Schools  | Title I                           | a. September-May; daily                 | Site coordinator                         |
|                                    |   |                                   | b. Meeting minutes, parent contact logs |  |
| <b>Migrant</b>                     | IWC   | Title I                           | a. August-May; when needed              | IWC Personnel                            |
|                                    |   |                                   | b. Parent Logs                          |  |
| <b>Migrant</b>                     | SEL (Social and Emotional Learning)   | Grant                             | a. September-May; weekly                | Administration                           |
|                                    |   |                                   | b. Discipline Data; SEL Lesson Plans    |  |
| <b>Students with Disabilities</b>  | SEL (Social and Emotional Learning)   | Grant                             | a. September-May; weekly                |  |
|                                    |   |                                   | b. Discipline Data; SEL Lesson Plans    |  |

|  |  |  |    |  |
|--|--|--|----|--|
|  |  |  | a. |  |
|  |  |  | b. |  |





## FY20 TITLE I SIP REQUIRED QUESTIONS

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA**  
**References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

The School Improvement Plan is developed during a one-year period 2019-2020 as outlined in **Sec. 114(b) (1-5) of ESSA**.

**(Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, 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.

**(SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.

Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**

**Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

(Local School) All staff members participate in weekly CCC meetings on Thursday during their planning period. CCSD and Title I Academic Coaches will meet regularly with CCC's to monitor pacing, share effective instructional strategies, and provide professional learning opportunities tailored to the CCC needs.

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. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at Garrett Middle School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At Garrett Middle School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.



Describe how the Title I instructional program 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-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

(Local School)

We reflected on data that would allow us to understand the contents and skills in which teaching and learning can be improved. We used the data from the following instruments to examine student progress: CCRPI, EOG CRCT, SLO, SRI, SMI, CogAT, and IOWA assessment. The data was reviewed by the Administrative team, the Building Leadership Team, and grade level data teams. Brainstorming sessions were held to identify the best instructional strategies to put in place. Each team reviewed the data using the Data Team Process of collecting data, analyzing the data, developing common (school-wide strategies) and monitoring student progress. Instruments reviewed and strategies discussed included:

- College and Career Ready Performance Index

- Performance flags have been shared with staff. Staff then developed intervention alternatives for student groups who did not meet both state and subgroup performance targets.
- EOG/EOC Data for all content areas
  - Data was reviewed to determine the percentage of student who met or exceeded grade level curriculum standards and to identify achievement gaps between student groups. The percent of students in each performance level was also discussed.
- School Strategic Plan
- Local School Assessments – Mock Milestone and Weekly Common Assessments
- RI and MI Data – These tests are administered 3 times per year using the district platform. The results are transmitted to the student information system and used to determine Lexile and Quantile Growth.
- CogAT / Iowa Assessment Data
- State Longitudinal Data System
- School Climate Surveys
- TKES and LKES Evaluation Reports
- TKES and LKES student and teacher survey results
- PBIS, Discipline, and Attendance Data

Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

***(Only include for Local School with students residing in N & D facilities)***

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. “In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).”

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. **[Sec. 1114(b)(7)(III)]**

(Local School)

During the 2019-2020, we will continue to implement PBIS structures into the school. Additionally, we have adopted the schoolwide use of PBIS Matrix and Flow Chart to be used in conjunction with the PBIS Rewards App as an immediate intervention for minor classroom offenses as well as allow students to earn credits for positive behaviors. These credits can be used to acquire items from the school store and participate in monthly celebrations. The minor infraction system will allow us to target the specific behaviors that are most frequently occurring. We will continue to use the student support team as a means for students to receive mentorship from their peers. The counselors are the driving force behind the integration of the PBIS structure in the school as they are responsible for training teachers and other staff about Social Emotional Learning strategies as well as Effective Responses to less than desirable behavior.

**Transition:**

**ES:** 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. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** 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. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**

(Local School)

Incoming sixth grade students/parents will have a night scheduled in March for an orientation and tour of school. Also, parent visitation days are scheduled throughout the year. Our transition plans includes a Rising 6<sup>th</sup> Grade Parent Night in the Spring for the upcoming school year. Parents and students are allowed to tour the facility, meet parents and teachers, and ask questions regarding Garrett Middle School. Transition questions are answered and students feel more comfortable about transitioning to middle school. Additionally, each summer we host a New Gator Camp for our rising Kindergarteners to assist in learning routines and procedures for middle school.

8th grade students are offered informational meetings with an appropriate high school administrators and counselors. Additionally, these students will be given an overview of the Magnet Programs offered within the CCSD. Each spring, we host a college and career day to expose 8<sup>th</sup> graders to innovative careers. The Vocation Location is intended to reengage students in academics, by equipping them with vocational and entrepreneurial skills in hopes that students will dedicate themselves to finishing high school in order to become successful business leaders of tomorrow.

The Vocation Location focuses on three main aspects: Middle school Academics, a CTAE trade, and the ensuring of students being college and career ready through the use of mentoring, skill development, and tutorial.

Our program is designed to meet twice a week with students who have been identified as high risk retention candidates. These students will be mentored by students from surrounding high schools in which these students will receive guidance, tutoring, and be taught a CTAE skill that they may later pursue in high school. Students will also meet with successful entrepreneurs that will share their journeys to opening their own businesses. By the completion of the academic year students will have developed a business portfolio that will guide them into future success.

## ADDITIONAL RESPONSES

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.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)

Garrett MS is a school-wide Title program.

## **ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

