



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

NAME OF SCHOOL/PRINCIPAL: Irwin County Middle School/Edd Cunningham
NAME OF DISTRICT/SUPERINTENDENT: Irwin County Schools/Dr. Thad Clayton
<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 1 Director _____ (Title 1 Schools only)	Date _____

Name	Position/Role	Signature
Edd Cunningham	Principal	
Leslie Young	Assistant Principal	
Andrew Tucker	Assistant Principal	
Kristie Clark	Instructional Coach-Science	
Kim Bryant	School Counselor	
Melanie Tucker	Classroom Teacher- Ag Education	
Emily Smoak	Classroom Teacher - Special Education	
Clarissa Warren	Classroom Teacher - ELA	
Maria Johnson	Classroom Teacher - ELA	
Paige Smith	Classroom Teacher - Social Studies	
Cindy Griffin	Classroom Teacher - Math	
Carol Jean Whitley	Parent	
Jessica Sirmans	Title I Director	

Planning Committee Members (SWP 8, 16)

Title I only (SWP 10, 15, 19)

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 _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Irwin County Middle School has identified the following areas as areas of need for all students: Reading Comprehension as evidenced by Lexile scores and reading level equivalent, Math fact acquisition and retention as evidenced by math benchmark scores and math grades, Math fact acquisition and retention as evidenced by math benchmark scores and math grades, Social Studies skills in area of research and writing as evidenced by social studies benchmark scores and social studies grades, Science skills in following the scientific method as evidenced by benchmark scores and science grades, And writing skills that show a depth of knowledge and understanding as it relates to all core academic areas.</p>	<p>Lexile scores and reading level equivalent, Math benchmark scores and math grades Social Studies bench mark scores and social studies grades, Science benchmark scores and science grades,</p>	<p>Principal Leadership Team Teachers Parents</p>	<p>GA DOE- CCRPI Reports School Website Report Cards Teacher/Parent Conferences Call Out System School Facebook Page 100% contact by teachers with parents each nine week period School Council Parent Involvement events On-going communication with parents from August 2017- May 2018</p>

<p>Irwin County Middle School has identified the following areas as areas of need for the sub group including economically disadvantaged:</p> <p>Writing with emphasis on grammar, sentence structure, and paragraph structure as evidenced by Milestones EOG, benchmark scores, and ELA grades.</p> <p>Math with emphasis on numbers, expressions and operations, statistics and probability, and algebra as evidenced by Milestones EOG, benchmark scores, and math grades.</p> <p>Reading with emphasis on comprehension and vocabulary development as evidenced by Milestones EOG, benchmark scores, and reading grades.</p>	<p>Milestones EOG, benchmark scores, and ELA grades.</p> <p>Milestones EOG, benchmark scores, and math grades.</p> <p>Milestones EOG, benchmark scores, and reading grades.</p>		
<p>Irwin County Middle School has identified the following areas as areas of need for the</p>	<p>Milestones EOG, benchmark scores, and ELA grades.</p>		

<p>sub group including students with disabilities:</p> <p>Writing with emphasis on grammar, sentence structure, and paragraph structure as evidenced by Milestones EOG, benchmark scores, and ELA grades.</p> <p>Math with emphasis on numbers, expressions and operations, statistics and probability, and algebra as evidenced by Milestones EOG, benchmark scores, and math grades.</p> <p>Reading with emphasis on comprehension and vocabulary development as evidenced by Milestones EOG, benchmark scores, and reading grades.</p>	<p>Milestones EOG, benchmark scores, and math grades.</p> <p>Milestones EOG, benchmark scores, and reading grades.</p>		

2014 College and Career Ready Performance Index (CCRPI)

System: All Systems - ALL | Title I Schools: No

School: All Schools - ALL | Grades: PK,01,02,03,04,05,06,07,08,09,10,11,12

Choose a Report Type: State | Elementary School | Middle School | High School

CCRPI Score | Achievement | Progress | Achievement Gap | EDEI/SWD Performance | Exceeding the Bar | Performance Flags | Financial Efficiency | School Climate

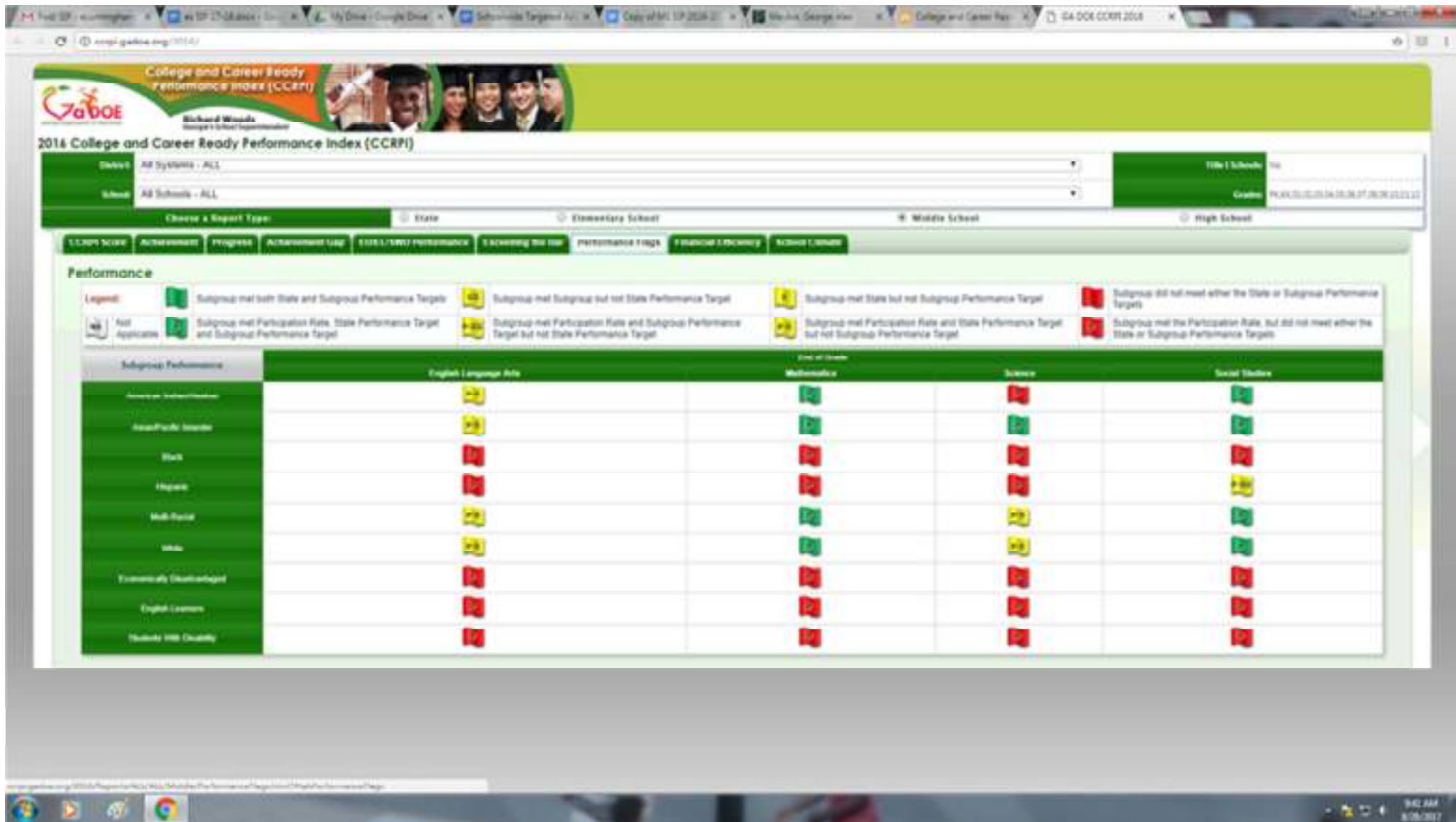
Achievement

Indicator	Target	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY					
1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOC (required participation rate => 95%)	100	62.289	N/A	10	6.23
2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOC or EOC (required participation rate => 95%)	100	66.403	N/A	10	6.64
3. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOC or EOC (required participation rate => 95%)	100	57.746	N/A	10	5.77
4. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOC (required participation rate => 95%)	100	61.212	N/A	10	6.12
				Total Points	40
				Category Performance %	624
				Category Weight	40%
				Weighted Performance	2496
POST-MIDDLE SCHOOL READINESS					
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	79.7	31.600	45.144	10	4.51
6. Percent of Students With Disabilities enrolled in general education environments at least 80% of the school day	85	84.481	89.223	10	8.92
7. Percent of students in grade 8 achieving a Lavinie measure equal to or greater than 1000 on the Georgia Milestones ELA EOC	100	73.800		10	7.28
8. Percent of students completing 2 or more state defined career-related assessments/inventories and a state defined individual graduation plan by the end of grade 8	100	90.687		10	9.07
9. Percent of students missing fewer than 5 days of school	77.7	88.100	74.786	10	7.48
				Total Points	50
				Category Performance %	778
				Category Weight	30%
				Weighted Performance	2334
PREDICTOR FOR HIGH SCHOOL GRADUATION					
10. Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOCs or EOCs	100	40.500		10	4.05
				Total Points	10
				Category Performance %	406
				Category Weight	30%
				Weighted Performance	1218
				Content Mastery Weighted Performance	2496
				Post High School Readiness Weighted Performance	2334
				Graduation Rate Weighted Performance	1218
				Sum of Weighted Performances	6048
				Total Achievement Points Earned	30.2

For Content Mastery calculations, Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5

For schools with any combination of grades 1-2 only, Content Mastery will be based on the third-grade ELA and mathematics results, tracking students only from an elementary school(s) in the same district. Students included in the calculation must be full academic year (FAY) of both their primary school (previous year) and the elementary school (current year).

Division of School and District Effectiveness | School Improvement PLAN



SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>#1 Addresses appropriate curriculum standards and facilitates higher-order thinking skills.</p> <p>#2- Analyzes and uses student data to inform planning.</p> <p>#3- Students are actively engaged in the lessons and incorporates a variety of instructional</p>	All Students	<p>Extended instructional time for students who are tier 2 or higher RTI in the areas of ELA;</p> <p>The use of RACE (Restate, Answer, Cite Evidence, and Explain and Extend) in all writing assignments across English, Science, Math, Social Studies, Enrichment and Connections.</p> <p>Enrichment classes in English, Science, Math, and Social Studies;</p> <p>The use of the Wilson Reading Program for students identified by Lexile score of under 800;</p> <p>The use of NewsELA to enhance reading in all academic areas;</p> <p>The use of Write Score in ELA to provide feedback on writing;</p> <p>Enrichment that involves practical applications of the standards in English, Math,</p>	<p>Teacher Lesson Plans, Teacher planning meetings minutes, Benchmark scores and remediation plans, progress monitoring of lexile and math assessments, impact study of after school tutoring</p>	<p>School Leaders Demonstrate:</p> <p>Active in observations and conferences with teachers for feedback.</p> <p>Teachers Demonstrate:</p> <p>Active use of strategies and FIP to reteach and remediate when necessary.</p> <p>Students Demonstrate:</p> <p>Active role in learning and performance tasks. Communication with teachers and parents when academic issues arise.</p> <p>Parents Demonstrate:</p> <p>Communication with students and teachers on academic issues that their child may be experiencing.</p>	<p>Lesson Plans of individual teachers, conference notes and minutes from parent meetings and RTI meetings. Observations and teacher conferences after observations notes and minutes when appropriate.</p>	

<p>strategies.</p> <p>#6- Plans for utilizes a variety of assessments.</p> <p>#8- Communicates high, but reasonable expectations for students.</p>		<p>Science, and Social Studies beyond classroom instruction;</p> <p>After-school tutoring</p>				
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SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>#1 Addresses appropriate curriculum standards and facilitates higher-order thinking skills.</p> <p>#2- Analyzes and uses student data to inform planning.</p> <p>#3- Students are actively engaged in the lessons and incorporates a variety of instructional</p>	All Students	<p>Extended instructional time for students who are tier 2 or higher RTI in the areas of Math.</p> <p>The use of RACE (Restate, Answer, Cite Evidence, and Explain and Extend) in all writing assignments across English, Science, Math, Social Studies, Enrichment and Connections.</p> <p>Enrichment classes in English, Science, Math, and Social Studies.</p> <p>Enrichment that involves practical applications of the standards in English, Math, Science, and Social Studies beyond classroom instruction.</p> <p>After-school tutoring</p>	<p>Teacher Lesson Plans, Teacher planning meetings minutes, Benchmark scores and remediation plans, progress monitoring of lexile and math assessments, impact study of after school tutoring</p>	<p>School Leaders Demonstrate:</p> <p>Active in observations and conferences with teachers for feedback.</p> <p>Teachers Demonstrate:</p> <p>Active use of strategies and FIP to reteach and remediate when necessary.</p> <p>Students Demonstrate:</p> <p>Active role in learning and performance tasks. Communication with teachers and parents when academic issues arise.</p> <p>Parents Demonstrate:</p> <p>Communication with students and teachers on academic issues that their child may be</p>	<p>Lesson Plans of individual teachers, conference notes and minutes from parent meetings and RTI meetings. Observations and teacher conferences after observations notes and minutes when appropriate.</p>	

<p>strategies.</p> <p>#6- Plans for utilizes a variety of assessments.</p> <p>#8- Communicates high, but reasonable expectations for students.</p>				<p>experiencing.</p>		
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SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
 (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Family and Community Engagement Standard 1 The school has a well established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.</p> <p>Family and Community Engagement Standard 5: Develops the capacity of</p>	All Students, Parents, Teachers	<p>Irwin County Middle School will implement the following strategies to address the needs of all children in the school: Counseling services through the Guidance Counselor Classroom Guidance activities including Character Education Group and individual counseling Collaboration between teachers and parents in counseling setting Co-teaching in inclusion classrooms GCIS and 8th grade IGP Connection Classes Clubs</p> <p>Parents as Students Night; A Science Exposition; Writing Fair; Career, Technical, and Agricultural Education exploration night. The use of a parent resource center on campus that aids parents in reading and math, the inclusion of at least two homework help for parent nights during the school year.</p>	<p>Meeting notes and minutes from Parent engagement activities.</p> <p>Use logs of Parent resource center.</p>	<p>School Leaders Demonstrate: Active role in inviting, communicating and involving parents.</p> <p>Teachers Demonstrate: Active role in inviting, communicating and involving parents.</p> <p>Students Demonstrate: Active role in communicating with parents and teachers concerns about academics and social issues.</p> <p>Parents Demonstrate: Active role in participation in conferences, planned activities, and discussions with school</p>	<p>Use of School Council to plan and communicate Parent Engagement activities and keeping minutes and notes.</p> <p>Offering Parents and students feedback opportunities in person and by survey.</p>	

families to use support strategies at home that will enhance academic achievement				about their child's progress and/or needs.		
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Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	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>Smart Goal 1 Irwin County Middle School has and will continue to have teachers attend RESA training on the use of Formative and Summative Assessments as a part of the process of identifying students who do not achieve mastery of standards. Also, the stated goal of professional learning for this school year is focused on the use of formative assessments and the subsequent data obtained from assessment use.</p>	<p>2017-2018 Academic Year</p>		<p>Principal, Assistant Principals, Leadership Team</p>	<p>TKES Process and informal observations to provide ongoing feedback.</p>	<p>Benchmark Tests, Lesson plans showing where formative assessment drives instruction and reteaching/remediation, and state assessments in ELA and Math EOG(GA Milestones)</p>

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. ___ Yes ___ (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.

Irwin County Schools has and will continue to attend college recruitment fairs across Georgia. Irwin County Schools advertises highly qualified status as part of the recruitment process on local and state job listings.

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>