



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

**NAME OF SCHOOL/PRINCIPAL:**

**Gray Station Middle School / Mr. Wes Cavender**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Jones County/Charles Gibson**

*Comprehensive Support School*    *Targeted Support School*    *Schoolwide Title I School*    *Targeted Assistance Title I School*  
 *Non-Title I School*    *Opportunity School*

## 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.

<b>SIGNATURES:</b>	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____	Date _____
(Title 1 Schools only)	

**Planning Committee Members (SWP 8, 16)**

Name	Position/Role	Signature
Wes Cavender	Principal	
Dana Hutchison	Instructional Coach	
Kim Hanner	Title I Parent Involvement Coordinator	
Shannon Edmondson	School Counselor	
Steven Kortrey	8 <sup>th</sup> Grade Teacher	
Melinda Kitchens	8 <sup>th</sup> Grade Teacher	
Tammy Walls	7 <sup>th</sup> Grade Teacher	
Kelly Smith	7 <sup>th</sup> Grade Teacher	
Donna Womble	6 <sup>th</sup> Grade Teacher	
Sherrie Hickox	6 <sup>th</sup> Grade Teacher	
Stacy Mills	Parent	
Ann Taylor	Parent	
Michelle Brewer	Parent	

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 **X** **No** \_\_\_ (Yes or No)      School Designated as a Focus **School** **X** **No** \_\_\_ (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
Language Arts (Reading Comprehension & Writing) / Lexile Scores	Common Assessments/ Student Learning Objective Exams / Benchmarks / Fall GRASP screenings  2015 & 2016 Georgia Milestones Assessment Data	All Students  All teachers including: Core, PEC, Connections and paraprofessionals	Grade Level Orientations  Newsletters/Email  Title I Teacher / Parent Workshops  Website  Announcements  Digital Marquee
Mathematics	Common Assessments/ Student Learning Objective Exams / Benchmarks / Fall GRASP screenings  2015 & 2016 Georgia Milestones Assessment Data	All Students  All teachers including: Core, PEC, Connections and paraprofessionals	Grade Level Orientations  Title I Teacher / Parent Workshops  Newsletters/Email  Website  Announcements  Digital Marquee
Science & Social Studies	Common Assessments/ Benchmarks  2015 & 2016 Georgia Milestones Assessment Data	All Students  All teachers including: Core, PEC, Connections and paraprofessionals	Grade Level Orientations  Newsletters/Email  Title I Teacher / Parent Workshops  Website  Announcements  Digital Marquee

**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>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p> <p>Instruction Standard 9: Provides timely, systematic, data-driven interventions</p>	<p>All Administrators</p> <p>Instructional Coach</p> <p>All support personnel</p> <p>All students</p> <p>All teachers</p> <p>Parents</p>	<p>Analyze GRASP data and common assessments to identify achievement trends and gaps</p> <p>Analyze GMAS data to interpret trends and identify specific needs.</p> <p>Daily practice with the iXL program and other computer-based programs</p> <p>Small group intervention for additional practice</p> <p>Create a flexible schedule for students at highest risk</p> <p>Train teachers through professional development on techniques to improve Lexile scores and writing skills among students</p> <p>All students will complete the Star test through the Renaissance Place program periodically throughout the year to help identify specific needs</p> <p>Continue to utilize the Close reading strategies in the classroom</p> <p>Use leveled-text passage in the classroom</p> <p>Monitor fluency of students through the GRASP screeners</p>	<p>Benchmark Scores</p> <p>Common Assessment Results</p> <p>Weekly assessment results</p> <p>Notes from professional development meetings</p> <p>Star test results</p> <p>Reading passages based on Lexile levels</p>	<p><b>School Leaders Demonstrate:</b> Support Professional Learning activities that will help teachers gain new methods to use in their classrooms</p> <p><b>Teachers Demonstrate:</b> Participate in Professional Learning activities Participate in parent workshops throughout the school year</p> <p><b>Students Demonstrate:</b> Daily homework Self-monitoring and goal setting</p> <p><b>Parents Demonstrate:</b> Attend parent workshops throughout the school year Support through homework</p>	<p>Common Assessments/GRASPS/SLO/ Benchmarks Results</p> <p>Data from iXL Program</p> <p>Data from Star testing</p>	<p>30 Additional iPads or Surface Pro's to utilize within grade levels for online fluency</p> <p>iXL computer program for math and language arts</p> <p>Leveled-text books</p>

**SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	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>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p>	<p>All Administrators</p> <p>Instructional Coach</p> <p>All support personnel</p> <p>All students</p> <p>All teachers</p> <p>Parents</p>	<p>Analyze GRASP data and common assessments to identify achievement trends and gaps</p> <p>Analyze GMAS data to interpret trends and identify specific needs.</p> <p>Daily practice with the iXL program and other computer-based programs</p> <p>Small group intervention for additional practice</p> <p>Create a flexible schedule for students at highest risk</p> <p>Utilize the RtI program to put specific interventions in place for individual students</p>	<p>Benchmark Scores</p> <p>Common Assessment Results</p> <p>Weekly assessment results</p> <p>GMAS data – including analyzing Student Growth models through SLDS</p>	<p><b>School Leaders Demonstrate:</b> Funding iXL program and set of clickers</p> <p><b>Teachers Demonstrate:</b> Attending and helping to conduct parent workshops</p> <p><b>Students Demonstrate:</b> Daily homework Self-monitoring and goal setting</p> <p><b>Parents Demonstrate:</b> Support with math homework and attending parent workshops</p>	<p>Common Assessments/GRASPS/SLO/ Benchmarks Results</p> <p>Data from iXL Program</p>	<p>Clickers (Response System)</p> <p>30 Additional iPads or Surface Pro’s</p> <p>iXL computer program for math and language arts</p>

*(SWP 2, 7, 9, 10)*

**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>Instruction Standard 2: Creates an academically challenging learning environment</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p>	<p>All Administrators</p> <p>Instructional Coach</p> <p>All support personnel</p> <p>All students</p> <p>All teachers</p> <p>Parents</p>	<p>To increase student science and social studies knowledge across the grade levels.</p> <p>Providing hands on science kits and STEAM Lab materials</p> <p>Technology to support science and social studies Curriculum</p> <p>Increase writing through science and social studies</p> <p>Use of science and social studies leveled-text books</p> <p>Increase Professional Development in the areas of science and social students</p> <p>Vertical alignment with high school teachers (especially 8<sup>th</sup> grade)</p>	<p>STEM/STEAM projects</p> <p>Benchmark Scores</p> <p>Formative Assessments</p> <p>Rubrics for projects</p> <p>Unit Assessments</p> <p>Collaborative Lesson Plans</p>	<p><b>School Leaders Demonstrate:</b> Provide resources for STEM/STEAM Lab Continue to support professional development for STEM/STEAM</p> <p><b>Teachers Demonstrate:</b> Provide hands on experience in STEM/STEAM lab across the curriculum Continue to participate in STEM/STEAM professional development</p> <p><b>Students Demonstrate:</b> Self-assessment and checklist on projects/student reflection</p> <p><b>Parents Demonstrate:</b> Support homework and projects attend parent workshops</p>	<p>Unit Assessments</p> <p>Project Based Learning</p> <p>Teacher Evaluations</p> <p>Formative Assessments</p> <p>Jones County Benchmarks</p> <p>Lesson plans</p> <p>Notes from collaborative meetings</p>	<p>STEM/STEAM Lab Resources</p> <p>30 Additional iPads or Surface Pro's</p> <p>Professional Development</p>

**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
<i>Understanding and using Lexile scores to improve reading comprehension, reading fluency and basic reading strategies for students across all grade levels.</i>	August 2016-May 2017	Title I/Title II A Jones County BOE Middle Georgia RESA	W. Cavender D. Hollins K. Hanner	Lesson Plans  Professional Learning Communities Participation  Classroom Observations  Grade Level Minutes	Collaborative Lesson Plans  Professional Learning Communities data/minutes  Common Assessments  Benchmark & Nine Weeks Exam Scores
<i>Increase the use of differentiation and technology to meet the specific needs of students</i>	August 2016-May 2017	Title I/Title II A Jones County BOE Middle Georgia RESA	W. Cavender D. Hollins K. Hanner	Lesson Plans  Professional Learning Communities Participation  Classroom Observations  Grade Level Minutes	Collaborative Lesson Plans  Professional Learning Communities data/minutes  Common Assessments  Benchmark & Nine Weeks Exam Scores
<i>Increase the amount and rigor of STEM/STEAM activities and labs that will lead to a deeper understanding of content across all grade levels</i>	August 2016-May 2017	Title I/Title II A Jones County BOE Middle Georgia RESA	W. Cavender D. Hollins K. Hanner	Lesson Plans  Professional Learning Communities Participation  Classroom Observations  Grade Level Minutes	Collaborative Lesson Plans  Professional Learning Communities data/minutes  Common Assessments  Benchmark & Nine Weeks Exam Scores

## Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff.  X Yes  (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

Because of careful planning and the monitoring of the district Continuous Improvement Plan (CIP) regarding recruitment measures, Dames Ferry Elementary and Jones County Schools successfully recruit highly qualified, effective teachers. Additionally, equitable placements are carefully monitored and evaluated to ensure that all students have highly qualified, effective teachers with equivalent teaching experience in all classrooms. Implementation of the Teacher Keys Observation System allows the district to intentionally place highly qualified teachers and monitor high quality instruction for all students

All teachers at Dames Ferry are highly qualified according to state and/or federal guidelines.



**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>

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