



School Improvement Plan

2018-2019



Long County Middle School

Long County

SCHOOL IMPROVEMENT PLAN



Richard Woods, State School Superintendent
"Educating Georgia's Future."

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

• Georgia's Systems of Continuous Improvement Overview	February 10, 2017
• Planning and Preparation	February 17, 2017
• Coherent Instructional System	February 24, 2017
• Effective Leadership	March 3, 2017
• Professional Capacity	March 10, 2017
• Family and Community Engagement	March 17, 2017
• Supportive Learning Environment	March 24, 2017
• Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing	March 31, 2017
• Problem Solving Process and Selecting Interventions	April 7, 2017
• Improvement Planning - Systems and Processes	April 21, 2017
• Planning - Budgeting	April 28, 2017
• Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5, 2017

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

SCHOOL IMPROVEMENT PLAN

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff*- the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff*- the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff*- the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families*- the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Long County
School Name	Long County Middle School
Team Lead	Patricia Krumnow
Position	Principal
Email	pkrumnow@longcountyschools.org
Phone	(912) 545-2069

**Federal Funding Options to Be Employed (SWP Schools) in This Plan
(Select all that apply)**

	Traditional funding (all Federal funds budgeted separately)
<input checked="" type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only

**Factor(s) Used by District to Identify Students in Poverty
(Select all that apply)**

<input checked="" type="checkbox"/>	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the 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:

<i>Specific</i>	<i>Measurable</i>	<i>Attainable</i>	<i>Relevant</i>	<i>Time-bound</i>
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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.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. 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 System

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

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 classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

Professional Capacity

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

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 success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

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

SCHOOL IMPROVEMENT PLAN

2.2 OVERARCHING NEED #1

Overarching Need	
Academic Achievement	
Root Cause #1	Deficits due to poverty effecting student readiness
Root Cause #2	Viable Curriculum with Assessments (Data Driven)
Root Cause #3	More individually targeted professional learning
Root Cause #4	Transient student and teacher population
Root Cause #5	Transition difficulties entering middle school from elementary school
GOAL	Long County Middle School will increase the percentage of students scoring proficient or above by 3% on the 2018-2019 Georgia Milestones Assessments.

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Long County Middle School will increase the percentage of students scoring proficient or above by 3% on the 2018-2019 Georgia Milestones Assessments.
Structure(s)	CIS-1, CIS-2, CIS-3, CIS-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Develop and/or revise content-area instructional units to establish a guaranteed and viable curriculum.	Fund 150	a. Quarterly	Curr Specialist Instructional AP
		b. Unit Audits	
2. Provide targeted professional development	Fund 150	a. Weekly (PLCs)	Prin., APs, CS, PLC Facil.
		b. Observations	
3. Ensure PLCs are implemented effectively and with fidelity	Fund 150	a. Weekly	Principal, APs, CS
		b. Observations, PLC Feedback Forms	
4. Provide content specific resources and technology	Fund 150	a. Annually	CS, Tech. Dept., Media Specialist
		b. Observations, Inventories	
5. Ensure vertical alignment takes place across grade levels and content areas	Fund 150	a. Quarterly	CS, Curr. Director
		b. Vertical PLC Documentation	
6. Provide digital resources to support instruction and monitor student progress	Fund 150	a. Annually	Prin., CS, Curr. Dir, RTI Coord.
		b. Observations, Student Data Records	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED teachers.

EFFECTIVE LEADERSHIP				
GOAL	Long County Middle School will increase the percentage of students scoring proficient or above by 3% on the 2018-2019 Georgia Milestones Assessments.			
Structure(s)	EL - 1, EL - 3, EL - 5			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	b. Method for Monitoring	Position/Role Responsible
1. Ensure PLCs are implemented effectively and with fidelity	Fund 150	a. Weekly b. Observations, PLC Feedback Forms		Principal, APs, CS
2. Provide a Curriculum Specialist to support the school	Fund 150	a. Annually b. Observations, Evaluations		Principal, District Admin.
3. Provide targeted professional development	Fund 150	a. Weekly (PLCs) b. Observations		Prin., CS, PLC Facil., PL Direct.
4. Provide a system of academic interventions	Fund 150	a. Daily b. Student Data		Principal, CS, RTI Coord.
5. Provide a district RtI coordinator to provide on-site support	Fund 150	a. Weekly b. Student Data		Principal, District Admin., RTI Coord.
6. Provide school level leadership to support each school	Fund 150	a. Daily b. Observations, Evaluations		District Admin.
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged	Foster and Homeless			
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.			
English Learners	Migrant			
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.			
Race/Ethnicity/Minority	Students with Disabilities			
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED teachers.			

PROFESSIONAL CAPACITY				
GOAL	Long County Middle School will increase the percentage of students scoring proficient or above by 3% on the 2018-2019 Georgia Milestones Assessments.			
Structure(s)	PC - 4			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	
1. Provide targeted professional development		Fund 150	a. Weekly (PLCs) b. Observations, PL Documentation	
2. Ensure PLCs are implemented effectively and with fidelity			a. Weekly b. Observations, PLC Feedback Forms	
3. Provide a Curriculum Specialist to support the school		Fund 150	a. Annually b. Observations, Evaluations	
4. Ensure vertical alignment takes place across grade levels and content areas			a. Quarterly b. Vertical PLC Documentation	
5.			a. b.	
6.			a. b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Analyze subgroup data and plan targeted interventions as needed.		Utilize the homeless liaison. Utilize N & D services.		
English Learners		Migrant		
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.		Provide migrant program support services and personnel.		
Race/Ethnicity/Minority		Students with Disabilities		
Analyze subgroup data and plan targeted interventions as needed.		Provide SPED teachers.		

FAMILY and COMMUNITY ENGAGEMENT

GOAL	Long County Middle School will increase the percentage of students scoring proficient or above by 3% on the 2018-2019 Georgia Milestones Assessments.
Structure(s)	FCE - 2, FCE - 3, FCE - 6

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Establish academically-focused parent events.	Fund 150	a. Quarterly	PIC, Principal
		b. Agendas, Sign in Sheets	
2. Provide various modes of communication to inform parents of academic-related events and resources.	Fund 150	a. Weekly	Princ., PIC, Tech Dept.
		b. Newsletters, Websites, Data Reports, SIS	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED teachers.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	Long County Middle School will increase the percentage of students scoring proficient or above by 3% on the 2018-2019 Georgia Milestones Assessments.
Structure(s)	SLE - 1, SLE - 2, SLE - 3

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Continue to implement and sustain PBIS.	Fund 150	a. Monthly	PBIS Coord., Princ., AP
		b. Walk-Throughs, Data Analysis, PBIS Team Meetings	
2. Continue to sustain the STAR program and SRO	Fund 150	a. Annually	Superintendent
		b. Student Data	
3. Provide a system of academic interventions	Fund 150	a. Daily	Princ., CS, RTI Coord.
		b. Student Data	
4. Provide a system level RtI coordinator to provide on-site support	Fund 150	a. Weekly	District Admin, Principal, RtI coordinator
		b. Student Data	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED teachers.

SCHOOL IMPROVEMENT PLAN

2.3 OVERARCHING NEED #2

Overarching Need	
Improving Student and Faculty Attendance	
Root Cause #1	Attendance Regulations
Root Cause #2	Parent value placed on education (parent apathy)
Root Cause #3	Education level of parents
Root Cause #4	Student Engagement
Root Cause #5	Positive Teacher/Student Relationships (Rapport)
GOAL	Long County Middle School will improve student learning and achievement by increasing student and teacher attendance by 3% annually.

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Long County Middle School will improve student learning and achievement by increasing student and teacher attendance by 3% annually.
Structure(s)	CIS - 1, CIS - 2

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Evaluate, revise, and develop engaging common lessons through the PLC process.	Fund 150	a. Weekly b. Agenda, Lesson Plans, Observations, TKES	Teachers, PLC Facil, CS, Princ.
2. Teachers will deliver the engaging common lessons developed in their PLCs.	Fund 150	a. Daily b. TKES, Informal Observations, Common Assessments	Teachers, Admin., CS
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize the PIC.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions as needed.	Utilize the SPED Teachers and Instructional Coach for effective co-teaching and student support.

EFFECTIVE LEADERSHIP

GOAL	Long County Middle School will improve student learning and achievement by increasing student and teacher attendance by 3% annually.
Structure(s)	EL - 1

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Use support services and incentives to improve school climate.	Fund 150	a. Monthly	Admin., Teachers
		b. Data, Observations, Surveys	
2. PBIS Initiative	Fund 150	a. Daily	PBIS Team
		b. PBIS Data, Meeting Agendas, and Minutes	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED teachers.

PROFESSIONAL CAPACITY				
GOAL	Long County Middle School will improve student learning and achievement by increasing student and teacher attendance by 3% annually.			
Structure(s)	PC - 4			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Use PLCs to promote positive collaboration among faculty.		Fund 150	a. Weekly b. Agenda, Observations, Sign-In Sheets	PLC Facil., Teachers, Admin
2.			a. b.	
3.			a. b.	
4.			a. b.	
5.			a. b.	
6.			a. b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged			Foster and Homeless	
Analyze subgroup data and plan targeted interventions as needed.			Utilize the homeless liaison. Utilize N & D services.	
English Learners			Migrant	
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.			Provide migrant program support services and personnel.	
Race/Ethnicity/Minority			Students with Disabilities	
Analyze subgroup data and plan targeted interventions as needed.			Provide SPED Teachers	

FAMILY and COMMUNITY ENGAGEMENT

GOAL	Long County Middle School will improve student learning and achievement by increasing student and teacher attendance by 3% annually.		
Structure(s)	FCE - 2, FCE - 3, FCE - 6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Provide stakeholders with the new attendance policy.	Fund 150	a. August, New Student Enroll, New Semester b. Parent Signature on Policy	Teachers, Admin, AC
2. Use support services to overcome barriers that are preventing attendance.	Fund 150	a. Daily b. Attendance reports, Surveys	Teachers, Admin, AC, PIC
3.		a. b.	
4.		a. b.	
5.		a. b.	AC= Attendance Clerk
6.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.		
English Learners	Migrant		
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.		
Race/Ethnicity/Minority	Students with Disabilities		
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED Teachers Case Workers		

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	Long County Middle School will improve student learning and achievement by increasing student and teacher attendance by 3% annually.
Structure(s)	SLE - 1, SLE - 2

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Use support programs to provide alternative discipline interventions (STAR, PBIS)	Fund 150	a. Daily b. STAR, Discipline Report, Attendance Reports, PBIS Reports	Teachers, Admin., STAR
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Analyze subgroup data and plan targeted interventions as needed.	Utilize the homeless liaison. Utilize N & D services.
English Learners	Migrant
Analyze subgroup data and plan targeted interventions as needed. Provide ESOL instructional support.	Provide migrant program support services and personnel.
Race/Ethnicity/Minority	Students with Disabilities
Analyze subgroup data and plan targeted interventions as needed.	Provide SPED Teachers; BIP

SCHOOL IMPROVEMENT PLAN

2.4 OVERARCHING NEED #3

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<i>GOAL</i>	

COHERENT INSTRUCTIONAL SYSTEM

GOAL	
<i>Structure(s)</i>	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP

GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

PROFESSIONAL CAPACITY				
GOAL				
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		

FAMILY and COMMUNITY ENGAGEMENT

GOAL			
Structure(s)			
<p>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</p>			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL			
Structure(s)			
<p>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</p>			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

SCHOOL IMPROVEMENT PLAN

2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<i>GOAL</i>	

COHERENT INSTRUCTIONAL SYSTEM

GOAL	
<i>Structure(s)</i>	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP

GOAL	
<i>Structure(s)</i>	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

PROFESSIONAL CAPACITY				
GOAL				
Structure(s)				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		

FAMILY and COMMUNITY ENGAGEMENT

GOAL			
Structure(s)			
<p>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</p>			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL			
Structure(s)			
<p>Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.</p>			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

4. REQUIRED QUESTIONS

4.a - 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 sought and included.

[Sec. 2103(b)(2)]

Long County Middle School teachers and administrators met with district leadership to participate in a CNA workshop. Administrators and district leadership met with teachers and the counselor to discuss specific school needs. The plan was reviewed by the school leadership team and during the school council meeting in early September to include parent and community input.

4.b - 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)]

Long County Middle School reviews annual assessment data to determine priorities for the following school year. The school's ability to attract and retain teachers is a priority as there has been a shortage of applicants in all content areas and grade levels. The school is a school-wide Title I school, and the needs of all students and subgroups are reviewed systematically. In order to provide equitable access to experienced and effective teachers, administration places teachers in field and in areas in which the teacher has demonstrated increased student achievement and/or student growth. To support equitable access to quality instruction, the school provides each grade level and department the support of Professional Learning Community facilitators and an on-site Curriculum Specialist.

4.c - 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).
[Sec. 1114(b)(7)(ii)]

To plan appropriate instructional programs and to help determine the academic needs of all students, including N & D, migrant, EL, and homeless students, Long County Middle School participates in the state testing program annually. Student needs are assessed using this testing data when the results are received from the state. Overall needs are assessed in the late spring and early summer when the scores are received and again in the fall when retest scores are received. The school leadership team, which includes the principal, assistant principals, counselor, grade level chairs, and the exploratory/SPED chair, analyzes school data to determine overall strengths and weaknesses. Academic data is disaggregated and examined to make external and internal comparisons. Long County Middle school participates in the following assessments: Georgia Milestones (EOG), common assessments, ACCESS for ELLs, and locally adopted assessments for progress monitoring. The RTI model is used to identify and serve "at risk" students. After students have moved through Tier I, II, and III and still need additional interventions and services, the student is recommended for a comprehensive psychological assessment. If eligible, an IEP is developed and implemented. The IEP committee evaluates this assessment every three years and, if the committee determines the student needs additional testing, the psychological assessment is repeated to determine eligibility. AIMSweb is an evidenced-based practice which assists our school in providing the right service, at the right time, for the right child. The model begins with universal screening. All students at Long County Middle School are screened for reading fluency and/or reading comprehension and math computation. AIMSweb reduces the need for special education services by helping identify students early and providing interventions in order to remediate as soon as possible. An ELT teacher continues to provide interventions for students who are identified as experiencing reading and mathematics difficulty. Interventions include ClassWorks, Illuminate, IXL, Brain Pop, direct instruction, and flexible scheduling. The paraprofessional/teacher who works with these students also administers progress monitoring, so student growth is documented and analyzed. The Homeless Liaison and the Parental Involvement Facilitator collaborate with local agencies including DFACS, LC Family Connections Collaborative, faith based organizations, DJJ, N & D program directors, and local law enforcement representatives to ensure that services are provided to homeless children and families. The Homeless Liaison serves as a point of contact to coordinate services to the school administrators, records clerk, counselor, teachers, and transportation personnel. The specific needs of homeless students are evaluated annually during the needs assessment process by classroom teachers, counselors, principals, the Title I Director, and the Homeless Liaison through a review of academic data including test scores, absences, grades, and promotion/retention data. Bimonthly leadership team meetings provide opportunities for principals to present the needs of students experiencing homelessness. Professional learning is provided annually to review accessibility to resources for students experiencing academic difficulty due to homelessness. The academic needs of homeless students are addressed in the school-wide Title I program as the needs of all students and subgroups are reviewed.
(continues on page 38)

SCHOOL IMPROVEMENT PLAN

4.d - 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)]

All students enrolled at LCMS that were tested using the Georgia Milestones Assessment System during the previous school year are ranked based on their performance for both the ELA and Mathematics sections. Any student scoring at Level 1 or 2 on the GMAS is ranked in score order, from lowest to highest. This includes special education students. The scores are cross-referenced to determine if the highest need for remediation is in ELA or Mathematics for each individual student scoring at Level 1 or 2. If the student has the same score for both content areas, their class grades for those content areas during the previous year are examined to determine their greatest area of need. Once the needs lists are compiled, the first 25 students from each grade level and content area are placed into either Math Connections or ELA Connections. Any remaining students on the list, up to 50, are placed in Study Skills, giving an overall total of 100 students receiving remediation in each grade level at any given time.

Students can be removed from these classes based on performance and growth in both the remediation and regular content classes, as determined through class grades and teacher input.

4.e - 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.

[Sec. 1114(b)(7)(V)]

Not applicable

SCHOOL IMPROVEMENT PLAN

4.f - 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.

[Se. 1114(b)(7)(II)]

Long County Middle School strives to prepare students for success at the high school level in several ways. Math teachers meet once each month for vertical alignment to ensure that students are well prepared for the next grade level. The eighth grade students visit the high school to tour the school and to learn about the various opportunities available at the high school level. Eighth grade students complete course selection papers for their elective classes under the guidance of the middle school and high school counselors. Eighth grade teachers also identify which students should be enrolled in high school honors courses.

4.g - 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)]

Long County Middle School has implemented a Positive Behavior Interventions and Supports (PBIS) program which rewards students for being respectful, responsible, and safe. There are rewards available for meeting daily, monthly, quarterly, and yearly goals. All students from all subgroups are eligible to earn rewards. Long County Middle School also utilizes the STAR program which allows students to participate in physical activity and academic and behavior monitoring in place of other discipline options such as in school suspension or out of school suspension.

ADDITIONAL RESPONSES

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

(Continued from Question 4c)

Barriers to enrollment, if applicable, are addressed as needed. Resources needed for academic success are provided on an individual basis as needed. Data from Long County Middle School students is compared to data of students at the state and RESA levels to show how the students rank against other systems, particularly schools or systems that score higher, in an effort to implement best practices. All data is compared internally to show differences or gaps between ethnic groups, special and regular education students, economically disadvantaged and those not economically disadvantaged, as well as other populations such as Migrant and EL. All scores for SWD and EL students are examined closely, as these particular subgroups have been determined to be subgroups in jeopardy of not meeting performance goals. The data is utilized to select software, select or discontinue programs, develop schedules and design professional learning. Data is utilized and continually reviewed during grade level/department collaboratives for assessment, evaluation, and instructional planning for each team and department. Data is examined to determine specific strengths and weaknesses. Students who were just above or just below either the pass/fail or the meets/exceeds targets are designated priority students. Data obtained from SLDS is analyzed along with other information such as assessment data, attendance, and discipline. School council minutes and parental involvement activity notes provide additional information to effectively meet the needs of students and families.