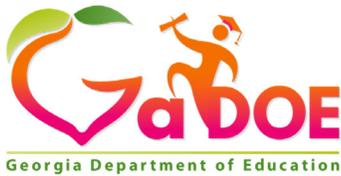# Georgia Department of Education

School Improvement Plan
2018-2019

Johnson County Middle
~~January 18, 2018~~
May 30, 2018
Johnson County

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

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	Johnson County
School Name	Johnson County Middle School
Team Lead	Dr. Christopher Watkins
Position	Principal
Email	christopher_watkins@johnson.k12.g.us
Phone	478.864.2222

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
✔	Traditional funding (all Federal funds budgeted separately)
	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)	
	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:

Specific   *Measurable*   *Attainable*   *Relevant*   *Time-bound*

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

2.2 OVERARCHING NEED #1

Overarching Need	
Too many students scoring "below proficient" on R.I.	
Root Cause #1	Student/Staff absentee rate is too high
Root Cause #2	Lack of training and materials to support literacy across the curriculum
Root Cause #3	Inconsistent alignment of literacy practices with content standards
Root Cause #4	Lack of rigorous assessments
Root Cause #5	Loss of instructional time relating to discipline issues
GOAL	By the end of the school year 2018-2019, there will be a 10% increase of all middle school students performing at or above proficient on the Reading Inventory (RI).

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	By the end of the school year 2017-2018, there will be a 10% increase of all middle school students performing at or above proficient on the Reading Inventory (RI).		
Structure(s)	Delivering Quality Instruction, Monitoring Student Progress		

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. Monitor student and teacher attendance, alert parents and teachers of attendance	Dist. Funds	a. monthly b. collect attendance reports, analyze data, alert parents & staff	Asst. Princ.
2. Implement Read 180 for at-risk students, professional learning through coach's cycle on striving reader strategies (PALS, LRD, Vocabulary, Socratic Seminars)	Local Funds	a. monthly b. R.I. Inventory, EOG Scores	Principal
3. Monitoring and giving feedback on lesson plans to ensure alignment of standards. Increase visibility of administrators in the classroom.	Dist. Funds – Google Forms	a. weekly lesson plan feedback b. teacher observation checkoffs, TKES, feedback form	Prin. / Dir Curr & S.I.
4. Use formative and summative assessment to drive instruction (DOK), professional learning on DOK	Dist. Funds – Google Form	a. monthly (minimum) b. building and district visibility, mentor, peer observations	Prin. / Dir Curr & S.I.
5. Implement PBIS initiative with fidelity	Ongoing	a. monthly b. educators handbook, PBIS meetings	Princ./Assistant Principal
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
All students are E.D. All E.D. students will benefit from all actions steps.	Homeless Coordinator and School Counselors progress monitor Foster and Homeless student(s) academic progress.

English Learners	Migrant
Title III Dir and ESOL teacher monitor EL classrooms instruction. ESOL teacher provide "push-in" model. Provide PL based on ESOL PL calendar.	Migrant Coordinator and School Counselors progress monitor Migrant student(s) academic progress.

Race/Ethnicity/Minority	Students with Disabilities
Progress monitor academic achievement for subgroups.	Spec Ed. Dir monitor Sp. Ed. classrooms instruction (co-teaching & self contained). Provide Spec. Ed. PL based on Spec. Ed. PL calendar. **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school year.**

EFFECTIVE LEADERSHIP			
GOAL	By the end of the school year 2017-2018, there will be a 10% increase of all middle school students performing at or above proficient on the Reading Inventory (RI).		
Structure(s)	Cultivating and Distributing Leadership, Ensuring High Quality Instruction in All Classrooms		

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. Complete process for written procedures for attendance and observations	n/a	a. 2017 - 20 b. monitor progress quarterly	Prin. / Superintendent / Dir. of Curr & S.I
2. Adoption of written procedures by all stakeholders.	n/a	a. 2018-20 (gradual / systematic) b. monitor progress quarterly	Prin. / Superintendent
3. Monitor implementation of written procedures.	n/a	a. 2018 - 20 (gradual / systematic) b. monitor progress quarterly	Prin. / Superintendent / Dir. of Curr & S.I
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
All students are E.D. All E.D. students will benefit from all actions steps.	Homeless Coordinator and School Counselors progress monitor Foster and Homeless student(s) academic progress.

English Learners	Migrant
Title III Dir and ESOL teacher monitor EL classrooms instruction. ESOL teacher provide "push-in" model. Provide PL based on ESOL PL calendar.	Migrant Coordinator and School Counselors progress monitor Migrant student(s) academic progress.

Race/Ethnicity/Minority	Students with Disabilities
Progress monitor academic achievement for subgroups.	Spec Ed. Dir monitor Sp. Ed. classrooms instruction (co-teaching & self contained). Provide Spec. Ed. PL based on Spec. Ed. PL calendar. ==Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels==

	receive targeted interventions. We have also implemented the statewide PBIS model this school year.

PROFESSIONAL CAPACITY			
GOAL	By the end of the school year 2018-2019, there will be a 10% increase of all middle school students performing at or above proficient on the Reading Inventory (RI).		
Structure(s)	Develop staff, Ensuring staff collaboration		
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. Instructional Coach revisit Striving Reader & Write Score. Practice implementation of student use of digital/ instructional technology.	Title I	a. Ongoing	Instructional Coach / Prin. / Title I Dir.
		b. pics and videos, PL folder (artifacts) evaluation	
2. Explicit Teach new teachers and Model strategies for new teachers and veteran teachers (based on level of implementation).	Title I	a. Ongoing	Instructional Coach / Prin. / Title I Dir.
		b. agenda, sign-sheet, teacher observation of IC forms	
3. Facilitate Learning and Planning for new teachers and veteran teachers (based on level of implementation).	Title I	a. Ongoing	Instructional Coach / Prin. / Title I Dir.
		b. PL folder (artifacts) evaluation	
4. Collect and analyze data for all teachers based on implementation of literacy strategies.	Title I	a. Ongoing	Instructional Coach / Prin. / Title I Dir.
		b. Data room update, PL folder (artifacts) evaluation	
5. Provide feedback for all teachers based level of implementation of literacy strategies.	Title I	a. Ongoing	Instructional Coach / Prin. / Title I Dir.
		b. IC's written observation forms, Google Forms data	
6. Monitor Impact implementation of literacy strategies for all teachers (Striving Reader, Write Score, implementation of student use of digital/ instructional technology).	Title I	a. Ongoing	Instructional Coach / Prin. / Title I Dir.
		b. Data room analysis (RI. lexile, W.S. report, Google forms data, I-READY)	

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

Economically Disadvantaged	Foster and Homeless
All students are E.D. All E.D. students will benefit from all actions steps.	Homeless Coordinator and School Counselors progress monitor Foster and Homeless student(s) academic progress.
English Learners	**Migrant**
Title III Dir and ESOL teacher monitor EL classrooms instruction. ESOL teacher provide "push-in" model. Provide PL based on ESOL PL calendar.	Migrant Coordinator and School Counselors progress monitor Migrant student(s) academic progress.
Race/Ethnicity/Minori y	**Students with Disabilities**

| Progress monitor academic achievement for subgroups. | Spec Ed. Dir monitor Sp. Ed. classrooms instruction (co-teaching & self contained). Provide Spec. Ed. PL based on Spec. Ed. PL calendar. |

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	By the end of the school year 2018-2019, there will be a 10% increase of all middle school students performing at or above proficient on the Reading Inventory (RI).		
Structure(s)	Communicating Effectively with Fa and the Community		

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. School Calls, Attendance Letters, Parent Conferences, and home visits with families of students with truancy issues. Follow with District Parent Liaison.	Local funds/ Title I	a. 2017 (ongoing) b. Calling logs (reports), list of attendance letter parents, sign-in	Prin. / Dist Parent Liaison/ Parent Leader
2. Parent workshop focused on ELA practices (reading, writing, and digital literacy	Local funds/ Title I	a. 2017 - ongoing b. place on school calendar, agenda, sign-in	Prin. / Dist Parent Liaison/ Parent Leader
3. Parent workshop focused on Assessment practices (DOK).	Local funds/ Title I	a. annually b. place on school calendar, agenda, sign-in	Prin. / Dist Parent Liaison/ Parent Leader
4. Parent / stakeholders focused on writing procedures.	n/a	a. 2017-18 b. monitor quarterly	Prin. / Dist Parent Liaison/ Parent Leader
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
All students are E.D. All E.D. families of students will benefit from all actions steps.	Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).

English Learners	Migrant
Title III Dir, ESOL teacher and District Parent Liaison work with schools to provide families of EL students support in native language (when feasible).	Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.

Race/Ethnicity/Minority	Students with Disabilities
Prin. and APs with schools to provide supplemental support for families of subgroups.	Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	By the end of the school year 2018-2019, there will be a 10% increase of all middle school students performing at or above proficient on the Reading Inventory (RI).		
Structure(s)	Maintaining Order and Safety		

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. Order and safety (PBIS) collaboration with parents and community stakeholders.	Local Funds	a. 2017 (ongoing)	AP / PBIS Teacher Leader/ Dist Parent Lia.
		b. planned on calendar, sign in sheets, Dist. DCT meetings	
2. Revisit order and safety (PBIS) procedures with parents and community stakeholders.	Local Funds	a. 2017 (ongoing)	AP / PBIS Teacher Leader/ Dist Parent Lia.
		b. planned on calendar, sign in sheets, Dist. DCT meetings	
3. PBIS Consultant visit to monitor progress of order and safety.	Local Funds	a. annually	AP / PBIS Teacher Leader/ Dist Parent Lia.
		b. planned on calendar, sign in sheets, Dist. DCT meetings	
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
All students are E.D. All E.D. families of students will benefit from all actions steps.	Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).
English Learners	**Migrant**
Title III Dir, ESOL teacher and District Parent Liaison work with schools to provide families of EL students support in native language (when feasible).	Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.
Race/Ethnicity/Minority	**Students with Disabilities**
Prin. and APs with schools to provide supplemental support for families of subgroups.	Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs, **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school year**.

2.3 OVERARCHING NEED #2

Overarching Need	
High percentage of students scoring in the basic category on the Milestones EOG Test.	
Root Cause #1	lack of rigorous lessons and assessments
Root Cause #2	lack of teacher knowledge on DOK
Root Cause #3	lack of administration visibility in the classroom
Root Cause #4	lack of administration visibility in professional learnings
Root Cause #5	
GOAL	By the end of the school year 2017-2020, 10% of all students will increase their performance level on the EOG.

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	By the end of the school year 2018-2019, 10% of all students will increase their performance level on the EOG.		
Structure(s)	Delivering Quality Instruction, Monitoring Student Progress		
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. Monitor and observe classroom instruction by teachers	n/a	a. 2018-ongoing b. monitor progress monthly	Prin./AP/Super./ Dir. of Curr. S.I.
2. Monitor and implement effective professional learning for all teachers (new and veteran)	n/a	a. 2018 - ongoing (gradual & systematic) b. monitor progress quarterly	Prin./AP/Super./ Dir. of Curr. S.I.
3. Adopt written procedures for implementing collaboration between all stakeholders with fidelity.	n/a	a. 2018 - 20 (gradual & systematic) b. monitor progress quarterly	Prin./AP/Super./ Dir. of Curr. S.I.
4. Monitor implementation of written procedures.	n/a	a. 2018 -20 b. monitor progress quarterly	Prin./AP/Super./ Dir. of Curr. S.I.
5. Provide feedback for all teachers based on level of implementation of instructional strategies.	n/a	a. 2018 ongoing b. monitor progress	Prin./AP/Super./ Dir. of Curr. S.I.
6.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		**Foster and Homeless**	
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).	
English Learners		**Migrant**	
Title III Dir, ESOL teacher and District Parent Liaison work with schools to provide families of EL students support in native language (when feasible).		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.	
Race/Ethnicity/Minority		**Students with Disabilities**	
Prin. and APs with schools to provide supplemental support for families of subgroups.		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs	

EFFECTIVE LEADERSHIP				
GOAL	By the end of the school year 2018-2019, 10% of all students will increase their performance level on the EOG.			
Structure(s)	Cultivating and Distributing Leadership, Ensuring High Quality Instruction in All Classrooms			
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. Complete process for written procedures for attendance and observations	n/a	a. 2018 - ongoing		Prin./AP/Super./ Dir. of Curr. S.I./ I.C.'s
		b. monitor progress quarterly		
2. Adopt written procedures by all stakeholders.	n/a	a. 2018 - 19 (gradual & systematic)		Prin./AP/Super./ Dir. of Curr. S.I.
		b. monitor progress quarterly		
3. Monitor implementation of written procedures.	n/a	a. 2018- 20 (gradual & systematic)		Prin./AP/Super./ Dir. of Curr. S.I.
		b. monitor progress quarterly		
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**		
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).		
English Learners		**Migrant**		
Title III Dir, ESOL teacher and District Parent Liaison work with schools to provide families of EL students support in native language (when feasible).		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Prin. and APs with schools to provide supplemental support for families of subgroups.		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs, **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school year.**		

PROFESSIONAL CAPACITY				
GOAL	By the end of the school year 2017-2018, 10% of all students will increase their performance level on the EOG.			
Structure(s)	Develop staff, Ensuring staff collaboration			
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. Professional learning based on professional learning plans and goals	Local fund / Title 1	a. 2018 - ongoing b. agendas and sign in sheets		Prin./AP/Super./ Dir. of Curr. S.I./ I.C.'s
2. Take rigor and DOK levels within all content classes through the Coach's Cycles	Local fund / Title 1	a. 2018 - ongoing b. agendas, wkly plans, observations, feedback, evaluate assess		Prin./AP/Super./ Dir. of Curr. S.I./ I.C.'s
3. Provide professional learning for alternative instructional strategies to target at-risk students.	Local fund / Title 1	a. 2018 -ongoing b. agenda, sign in sheets, analyzed data		Prin./AP/Super./ Dir. of Curr. S.I./ I.C.'s
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**		
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).		
English Learners		**Migrant**		
Title III Dir, ESOL teacher and District Parent Liaison work with schools to provide families of EL students support in native language (when feasible).		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.		
Race/Ethnicity/Minority		**Students with Disabilities**		

| Prin. and APs with schools to provide supplemental support for families of subgroups. | Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs, **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school year.** |

FAMILY and COMMUNITY ENGAGEMENT				
GOAL	By the end of the school year 2017-2019, 10% of all students will increase their performance level on the EOG.			
Structure(s)	Communicating Effectively with Fa and the Community			
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. Hold parent workshops focused on increasing rigor and DOK levels in the classroom.	Local Funds Title 1	a. 2018 -ongoing		Prin./AP/Dir. of Curr. S.I./ I.C.'s, Parent Liasion
		b. Agendas, sign in sheets, parent surveys		
2. Conference with parents to discuss their student's growth within core content areas.	Local Funds Title 1	a. 2018 -19		Prin./AP/Dir. of Curr. S.I./ I.C.'s, Parent Liasion
		b. parent sign in sheets and conference minutes		
3. Send home newsletters to update parents about their student's progress.	Local Funds Title 1	a. 2018 -19		Prin./AP/Dir. of Curr. S.I./ I.C.'s, Parent Liasion
		b. parent communication log		
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**		
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).		
English Learners		**Migrant**		
Administer and analyze grade-level pre-tests in all content areas.		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Prin. and APs with schools to provide supplemental support for families of subgroups.		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs, **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school year.**		

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	By the end of the school year 2017-2019, 10% of all students will increase their performance level on the EOG.		
Structure(s)	Maintaining Order and Safety		

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. Protect instruction time by following PBIS protocol.	Local funds	a. 2017 - ongoing	Assistant Principal
		b. Agendas, sign-in sheets, surveys, PBIS Reports	
2. Parent and community stakeholders workshops focused on PBIS	Local funds	a. 2017 - ongoing	Assistant Principal
		b. Agendas, sign-in sheets, parent survey	
3. Adopt written procedures for implementation for all stakeholders to implement PBIS with fidelity.	Local funds	a. 2017 - 18	Assistant Principal
		b. Google Forms, surveys, PBIS reports, OSS/ISS reports	
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
All students are E.D. All E.D. families of students will benefit from all actions steps.	Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).
English Learners	**Migrant**
Administer and analyze grade-level pre-tests in all content areas.	Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.
Race/Ethnicity/Minority	**Students with Disabilities**
Prin. and APs with schools to provide supplemental support for families of subgroups.	Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs. **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted**

| | interventions. We have also implemented the statewide PBIS model this school year. |

2.4 OVERARCHING NEED #3

Overarching Need	
Behavior data has decreased however, perception data shows concerns based on parent surveys, and ISS data for black student subgroup	
Root Cause #1	Inconsistent implementation of PBIS
Root Cause #2	Lack of parental involvement and training with PBIS
Root Cause #3	Inconsistent implementation of instructional practices (formative assessment, Differentiation based on assessments, DOK with rigor, active engagement, etc.)
Root Cause #4	Lack of written procedures and expectations for visibility of district and leadership and instructional coaches within the classroom to support behavior and/or curriculum.
Root Cause #5	
GOAL	Decrease the total number of days spent in ISS/OSS for the African-American subgroup by 10% by the end of the school year 2018-2019

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	Decrease the total number of days spent in ISS/OSS for the African-American subgroup by 10% by the end of the school year 2017-2018		
Structure(s)	Delivering Quality Instruction, Monitoring Student Progress		
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. Implement PBIS with fidelity	Local Funding	a. 2017- ongoing b. Monitor report from PBIS Data	Assistant Principal/ PBIS Team Leaders
2. Address minor incidents in classrooms	Local Funding	a. 2017-ongoing b. Monitor report from PBIS Data	Assistant Principal/ PBIS Team Leaders
3. Retrain PBIS teams	Local Funding	a. 2017 - ongoing b. Monitor report from PBIS Data	Assistant Principal/ PBIS Team Leaders
4. Analyze data to correct areas of need	Local Funding	a. 2017 - ongoing b. Monitor report from PBIS Data	Assistant Principal/ PBIS Team Leaders
5.		a. b.	
6.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		**Foster and Homeless**	
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).	
English Learners		**Migrant**	
Administer and analyze grade-level pre-tests in all content areas.		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.	
Race/Ethnicity/Minority		**Students with Disabilities**	
Prin. and APs with schools to provide supplemental support for families of subgroups.		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs, **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school**	

| | year. |
| | |

EFFECTIVE LEADERSHIP				
GOAL	Decrease the total number of days spent in ISS/OSS for the African-American subgroup by 10% by the end of the school year 2017-2018			
Structure(s)	Develop staff, Ensuring staff collaboration			
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. Monitor number of minor incidents referral to office	Local Funds	a. 2017 - ongoing b. PBIS referral report		Assistant Principal
2. Administration visibility in classrooms	n/a	a. 2017 - ongoing b. Checklist, Google Docs		Principal
3. Refer students to counselor	School Grant Title 1	a. 2017 - ongoing b. Sign-in sheets		Asst.Principal, School Liaison, Counselor
4. School liaison does home visits	Title 1	a. Liaison reports b.		Assistant Principal/ School Liaison
5.		a. b.		
6.		a. b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		**Foster and Homeless**		
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).		
English Learners		**Migrant**		
Administer and analyze grade-level pre-tests in all content areas.		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Prin. and APs with schools to provide supplemental support for families of subgroups.		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs,		

PROFESSIONAL CAPACITY			
GOAL	Decrease the total number of days spent in ISS/OSS for the African-American subgroup by 10% by the end of the school year 2017-2018		
Structure(s)	Communicating Effectively with Fa and the Community		

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. Implementation of updated processes to retrain all stakeholders		a. 2017 - ongoing b. Sign-in sheets, agendas	Asst. Principal PBIS Team Leader
2. Workshops to train new staff on PBIS expectations		a. 2017 -ongoing b. Sign-in sheets, agendas	Asst. Principal PBIS Team Leaders
3. PBIS monthly meetings and updates for frequent monitoring (school/district levels)		a. 2017- ongoing b. Sign-in sheets, agendas	Asst. Principal PBIS Team Leaders
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
All students are E.D. All E.D. families of students will benefit from all actions steps.	Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).
English Learners	**Migrant**
Administer and analyze grade-level pre-tests in all content areas.	Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.
Race/Ethnicity/Minority	**Students with Disabilities**
Prin. and APs with schools to provide supplemental support for families of subgroups.	Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs. **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model**

	this school year.

FAMILY and COMMUNITY ENGAGEMENT				
GOAL	Decrease the total number of days spent in ISS/OSS for the African-American subgroup by 10% by the end of the school year 2017-2018			
Structure(s)	Communicating Effectively with Fa and the Community			
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. Parent and stakeholders workshops focused on PBIS expectations	Local Funds	a. 2017 - ongoing		Asst. Principal, PBIS TEAM
		b. Agendas, sign-in sheets, checklists		
2. PBIS letters, Parent/counselor conferences,	Local Funds	a. 2017 - ongoing		Asst. Principal, PBIS TEAM
		b. Agendas, sign-in sheets, checklists		
3. Ensure that parent and students are aware of the expectation process of PBIS.	Local Funds	a. 2017 - ongoing		Asst. Principal, PBIS TEAM
		b. Agendas, sign-in sheets, checklists		
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**		
All students are E.D. All E.D. families of students will benefit from all actions steps.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).		
English Learners		**Migrant**		
Administer and analyze grade-level pre-tests in all content areas.		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.		
Race/Ethnicity/Minority		**Students with Disabilities**		
Prin. and APs with schools to provide supplemental support for families of subgroups.		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs. **Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model**		

	this school year.

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	Decrease the total number of days spent in ISS/OSS for the African-American subgroup by 10% by the end of the school year 2017-2018		
Structure(s)	Maintaining Order and Safety		
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. Revisit behavior and expectation (PBIS) procedures with parents and community stakeholders.	Local F	a. 2017 - ongoing	Asst. principal, PBIS Team
		b. Agendas, sigh-in sheets, surveys, planned on calendar,	
2. Implement student/teacher PBIS behavior incentives		a. 2017 - ongoing	Asst. principal, PBIS Team
		b. Agendas, sigh-in sheets, surveys, planned on calendar,	
3. PBIS consultants guide all stakeholder through the process of expected and understandable behavior		a. 2017 - ongoing	Asst. principal, PBIS Team
		b. Agendas, sigh-in sheets, surveys, planned on calendar,	
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**	
Order and safety (PBIS) collaboration with parents and community stakeholders.		Homeless Coordinator and School Counselors provide supplemental support for families Foster and Homeless student(s).	
English Learners		**Migrant**	
PBIS letters, Parent/counselor conferences,		Migrant Coordinator, School Counselors, and ABAC Migrant unit provide supplemental support for families of Migrant students.	
Race/Ethnicity/Minority		**Students with Disabilities**	
Parent workshops focused on PBIS expectations		Spec Ed. Dir and District Parent Sp. Ed. Liaison work with schools to provide supplemental support for families of SWDs. Our school has revised is MTSS/RTI process this year to ensure that student with low standardized test scores and low Lexile levels receive targeted interventions. We have also implemented the statewide PBIS model this school year.	

2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM				
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 b. Method for Monitoring		Position/Role Responsible
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** **b. Method for Monitoring**		**Position/Role Responsible**
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 b. Method for Monitoring	Position/Role Responsible
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)				
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.		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**		

SUPPORTIVE LEARNING ENVIRONMENT

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 b. Method for Monitoring	Position/Role Responsible
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**

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)]

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)]

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)]

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)]

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)]

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)]

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)]

ADDITIONAL RESPONSES

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

Johnson County Middle School's SWP/SIP led efforts to direct school wide efforts. The strategies will include specific targeted Math and Reading interventions through use of diagnostic and prescriptive instructional tools such as Read 180, I-Ready, Moby Max, and USA Test Prep to give student additional support.

Additional specialized support targets student needs outside of academic subjects. Our school has partner with the Community Mental Health Center to provide onsite mental health counseling with a trained Mental Health therapist. The school has also had bullying prevention workshops through the HEAR program and training students and parents to be mentors/support to help students experiencing bullying by giving them specific things they can do to address bullying concerns.

Although not a high school, the middle school based on its mission statement prepares students for college and career readiness. Students are receiving career education and career exploration through Georgia Futures and an Individual Graduation Plan for 8th grade students. CTAE classes are required for all students. These classes give students a foundation as they may select a CTAE Pathway at the high school level.

As varied instructional approaches are used, JCMS maintains a tiered approach via its Response to Intervention/ Multi-Tier Support System. Our school has revised the RTI/MTSS process this year to ensure that students with low standards tests scores a low Lexile levels received targeted interventions. In addition, the school has also implemented the statewide PBIS model. All interventions and strategies are documented as Evidence-based identified as STRONG, MODERATE, or PROMISING or documented with a Logic Model

To assist students with transition to middle school and transition to high school, JCMS does have transition programs. The Rising 6th Graders program uses peer mentor students as students move from elementary to middle school level. Rising High School Freshmen program includes one on one counseling advisor program to aid students in determining their pathway to graduation. The Realizing Educational Achievement Can Happen (REACH) scholarship program provides a mentor from 8th Grade through graduation. It provides a scholarship upon completion. Each program is supplemented by Parent workshops focused on the transitions as well.

The JCMS SWP/SIP is routinely monitored. The school does progress monitoring annually in *October, Dec/Jan, March, May)*. The school team conducts 45 Day Reviews / Impact Checks to determine the effectiveness of actions steps based on student data. The plan is available for review and feedback for parents and community stakeholders. It is located in the school office, district office, and on school/ district website. If needed, it is in native language when practicable with District Interpreter.

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