



## School Improvement Plan/Title I Schoolwide Plan 2017-2018



**Fort Valley Middle School**

**Georgia Department of Education**  
 School Improvement Plan/Title I Schoolwide Plan

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

<i>District Name</i>	PEACH COUNTY SCHOOL DISTRICT
<i>School Name</i>	Fort Valley Middle School
<i>Team Lead</i>	Ms. Damika L. Glover
<i>Position</i>	Principal
<i>Email</i>	dglover@peachschoools.org
<i>Phone</i>	(478) 825-2413 Ext. 1306

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select ALL that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) – Pilot systems <b>ONLY</b>
<input type="checkbox"/>	“Fund 400” – Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select ALL that apply)	
<input type="checkbox"/>	Free/Reduced meal applications
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) – Direct Certification <b>ONLY</b>
<input type="checkbox"/>	Other (if selected, please describe below)

**Georgia Department of Education**  
School Improvement Plan/Title I Schoolwide Plan

**Planning Committee Members:**

NAME	POSITION/ROLE
<b>Dr. Wanda Stewart</b>	<b>Assistant Superintendent of Curriculum and Instruction</b>
<b>Mallerina Marshall</b>	<b>District Title One Coordinator</b>
<b>Dyan Evatt</b>	<b>District Director of Student Services</b>
<b>Damika Glover</b>	<b>Principal</b>
<b>Shaniqua Caldwell</b>	<b>Instructional Facilitator ELA/SS</b>
<b>Tamika Taylor</b>	<b>Instructional Facilitator Math/Science</b>
<b>Janet Clark</b>	<b>Assistant Principal</b>
<b>Lakeita McLaughlin</b>	<b>Student Service Teacher</b>
<b>Ethel Dawson</b>	<b>6<sup>th</sup> Grade Math Teacher</b>
<b>Vanessa Harvey</b>	<b>6<sup>th</sup> Grade Social Studies Teacher</b>
<b>Beverly Smith</b>	<b>Counselor</b>
<b>Dr. Marsha Hogan</b>	<b>Advanced Content Science Teacher 6-8<sup>th</sup></b>
<b>Michael Lucas</b>	<b>Advanced Content ELA Teacher 6-8<sup>th</sup></b>
<b>Sarina Gergely</b>	<b>ESOL Teacher</b>
<b>Sheela Martin</b>	<b>Advanced Content Math Teacher/Data and Technology</b>



# School Improvement Structures

## **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 school 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

## Board Goals

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All students will graduate from high school, college and career ready.
3. All students will be taught by highly effective teachers.
4. Operations will enhance learning environments that are healthy, safe, orderly, and conducive to learning.

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions					
<b>GOAL:1</b>	Fort Valley Middle School will increase the retention rate of effective teachers to 85% or higher as measured by PSC retention data.						
<b>Structure(s):</b> <i>System-Standard Number</i>	PC-2, PC-3, PC-4, CIS-1 CIS-2, CIS-3, CIS-4, EL-3, SLE-3,FCE-3, PC-2, PC-3, PC-4, SLE-2 <b>Board Goals: 1,2, 3,</b>						
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.							
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning		
			b. Method for Monitoring		Status	Next Steps	
1. Ensure that teachers with 1-3 years of teaching experience have mentors and induction support.	Mentor agreements/logs Mentors Data	Title IIA School Budget	a. July 24, 2017	Administrators Mentors Lead Teacher Instructional Facilitators	Progressing at Expected Rate	Next Steps	
			b. Mentor Meeting Agendas/Minutes Monitoring of Submitted Mentor Logs Analyzed Survey Data on Mentors from teachers being mentored, TKES Data				
2. Provide a teacher retention incentive and recognition opportunities for highly effective teachers. (MVP Award, Attendance)	Incentive stipend Funds and materials for recognitions Teacher retention data form	Title IIA School Budget Community Donations	a. July 2017	Principal, Assistant Classified and Certified Staff Principal, Title IIA Coordinator,	Not Progressing at Expected Rate	Next Steps	
			b. Teacher Retention Data Form, Achievement data for each teacher, Evaluation Data				
3. Provide strategies, training, and resources for teachers to be able to meet the learning needs of students who come from high poverty, minority students, students with disability, students needing social support, gifted, ESOL students, and student who have other diverse needs.	Funding for training, resources Instructional resources People resources Edgenuity	School Budget Professional Learning Title IIIA Gifted Budget	a. July 2017	Teachers, Administrators Instructional Facilitators	Not Progressing at Expected Rate	Next Steps	
			b. Meeting Agendas/Minutes, Lesson Plans, Evaluation feedback Monitor Edgenuity student reports				
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?							
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>				
<b>English Learners</b>			<b>Migrant</b>				
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>				

<b>OVERARCHING NEEDS:</b>		Retention of Effective Teachers with knowledge of content, pedagogy, and effective interventions				
<b>GOAL:2</b>		Peach County will provide monthly professional learning opportunities that are <i>sustained, collaborative, job-embedded, data-driven, and classroom-focused to increase teacher knowledge and student achievement as measured by growth measure data.</i>				
<b>Structure(s):</b> <i>System-Standard Number</i>		PC-2, PC-3, PC-4, CIS-2, EL-2, EL-3, EL-5, SLE-3, FCE-3 <b>Board Goals: 1, 2, 3</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Teachers at FVMS will participate in collaborative professional learning focused on understanding the curriculum, subject content, pedagogical knowledge, interventions, higher order activities, and addressing the needs of students.	Funding for materials Evaluation forms/summaries	School Budget Professional Learning Title IA Title IIA Title IIIA Gifted Budget	a. Monthly beginning August 2017	Instructional Facilitators Administrators Teacher Leaders Content Teacher Specialists Teachers Consultants	Status Progressing at Expected Rate	Next Steps
			b. PL Evaluation forms and follow up on implementation, evaluation summaries from TLE dashboard, meeting minutes, agenda, sign in sheets			
2. Each teacher will develop and implement a professional learning goal to improve content and pedagogy	Professional Learning Goals TLE Platform	School Budget Professional Learning Title IA Title IIA Title IIIA Gifted Budget	a. September 2017	Teachers Administrators	Status Progressing at Expected Rate	Next Steps
			b. Developed Professional Goal/Plan Individual Learning Logs Monitored on the TLE Platform End of Year TLE Signoff Data to measure goal attainment			
3. Annual training on CCRPI Updates and Indicators at each level	Funding for training Training resources	Professional Learning School Budget	a. October 2017	Principal Teacher Leader	Status Progressing at Expected Rate	Next Steps
			b. Agenda and Meeting Minutes			
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			

<b>OVERARCHING NEEDS:</b>		Increase Student Achievement				
		Increase by 3% the number of students performing at or above proficiency in ELA in grades 6-8, as measured by the GA Milestones Assessment.				
<b>Structure(s):</b> <i>System-Standard Number</i>		EL-5, EL-2, EL-4 CIS-2, CIS-3, FCE-3, PC-4, SLE-2 <b>Board Goals: 1, 2,3</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring		Status	Next Steps
1. Teachers will receive instructional support to implement Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies to implement AVID methodologies.	WICOR Strategies Professional Learning Funding	Title IA School Budget Professional Learning	a. Frequent Professional Learning for AVID Methodologies.	AVID Elective Teacher AVID Consultant	Progressing at Expected Rate	Next Steps
			b. Observation for implementation of WICOR strategies.			
2. Lead faculty in data analysis and feedback to support effective instructional practices.	Resources for data analysis Data Binders Lesson plans	School Budget	a. Monthly Data meetings Weekly Collaborative Team Meetings	Teacher Leader Instructional Facilitator Administrators Teachers	Progressing at Expected Rate	Next Steps
			b. Data Binder, Data room Lesson Plans Agenda, Minutes, and Sign-in sheets Observations/feedback			
3. Teacher will use Write Score Data to increase achievement and personalize instruction.	Write Score	Title IA	a. September 2017	Teachers Administrators PLC-Leader ELA Teachers	Progressing at Expected Rate	Next Steps
			b. Write Score Assessment and Lesson Plans			
			c. Analyze Close Readers Responses ( ELA)			
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			
<b>English Learners</b>			<b>Migrant</b>			
ESOL teacher will work with students to provide one on one support based on their needs.						
<b>Race/Ethnicity/Minority</b>			<b>Students with Disabilities</b>			

<b>OVERARCHING NEEDS:</b>	Increase Student Achievement
---------------------------	------------------------------

<b>GOAL:4</b>	Increase by 3% the number of students performing at or above proficiency in Math, Science, and Social Studies as measured by the GA Milestones Assessment					
<b>Structure(s):</b> <i>System-Standard Number</i>	EL-5, EL-2, EL-3, EL-4, EL-5 CIS-2, CIS-3, FCE-3, PC-4, SLE-2 <b>Board Goals: 1,2,3</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-Based action steps to be taken to achieve the goal.						
Action Steps	Resource(s)	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Evaluation of Implementation and Impact on Student Learning	
			b. Method for Monitoring			
1. Math teachers will increase mastery of basic math skills and achievement by: <ul style="list-style-type: none"> <li>Implementing mandatory lab for students twice a month.</li> <li>Use of IXL Accelerated Math, and Encore books.</li> </ul>	Lab Resources IXL Accelerated Math and Mastery Reports Encore books	Title IA	a. August 2017  b. Student Mastery Reports Monitoring of Lab usage	Teachers, Administrators Media Specialist, Math/Science Paraprofessional, Math Remediation Teacher	Status Progressing at Expected Rate	Next Steps
2. Lead faculty in data analysis and feedback to support effective instructional practices.	Resources for data analysis Data Binders Lesson plans	School Budget	a. Monthly Data meetings Weekly Collaborative Team Meetings  b. Data Binder, Lesson Plans, Lesson Plan Feedback, Agendas, Minutes, Sign-in sheets, Formal and Informal Observation/Feedback	Teacher Leader Instructional Facilitator Administrators Teachers	Status Progressing at Expected Rate	Next Steps
3. Increase conceptual knowledge by implementing: <ul style="list-style-type: none"> <li>Writing Wednesday (Action plan to provide students opportunities to focus on mastering the writing standards across each content area)</li> <li>Flocabulary</li> </ul>	Flocabulary Writing Wednesday Action Plan Nine Week Writing Assessment Analysis Form	Title IA	a. September 2017  b. Teachers will keep a writing folder on every student in their class per subject area. Nine Weeks Writing Assessment Analysis. Flocabulary Usage Report	Administrators Academic Teachers Media Specialist	Status Progressing at Expected Rate	Next Steps
4. Science and Social Studies teachers will increase student engagement by implementing technology driven programs and lessons to include: <ul style="list-style-type: none"> <li>Pearson Online and Supplemental Resources</li> <li>LearnEd Notebooks</li> <li>STEMscopes</li> </ul>	Pearson Resources LearnEd Notebooks STEMscopes	General Budget Title IA	a. September 2017  b. Monitoring of USA Test Prep Performance Tasks Monitoring or Use of STEMscopes Observation of use of Online and Supplemental Materials Data (Grade Distribution, Report Card Data)	Teachers, Instructional Facilitators, Administrators, and Media Specialist	Status Progressing at Expected Rate	Next Steps
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?						
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>			



<b>English Learners</b>	<b>Migrant</b>
ESOL teacher will work with students to provide one on one support based on their needs.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>