



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL/PRINCIPAL: <i>Marion County Middle High School / Jamie Penoncello</i>
NAME OF DISTRICT/SUPERINTENDENT: <i>Marion County / Glenn Tidwell</i>
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input checked="" type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i> <input type="checkbox"/> <i>Opportunity School</i>

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____ (Title 1 Schools only)	Date _____

Planning Committee Members (SWP 8, 16)

NAME	POSITION / ROLE	SIGNATURE
Jamie Penoncello	Principal	
Cassandra Porter	Director of Academic Achievement / Federal Programs	
Derek Goodroe	Assistant Principal/Athletic Director	
Melissa Jernigan	Counselor	
Melissa Price	Counselor	
Lehanne Singleton	Media Specialist	
Rhonda Jordan-Neal	Academic Coach	
Laurene Owens	ELA Department Chair	
Dolly Hooks	Math Department Chair	
David Chapman	Science Department Chair	
Sherri McAllister	CTAE Director	
Traci Reeves	8 th Grade Lead Teacher	
Robin Singleton	7 th Grade Lead Teacher	
Amy Price	6 th Grade Lead Teacher	
Ashlei Brown	SPED Contact Teacher	
Tabitha Spikes	CTSO Student Officer	
Carrie Prevatt	Parent	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on **July, 2008**.

Please indicate the programs that are consolidated in this plan: **6-8 grade level programs, 9-12 core academic departments, CTAE, CTSO, MOWR, YAP, Dual Enrollment, Accel, Alternative Education, In-School Suspension**

School Designated as a Priority School **NO** (Yes or No)

School Designated as a Focus School **NO** (Yes or No)

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Achievement level on all EOG subject tests, particularly math and science.	Milestone Scores, CCRPI	Administration, Teachers, Academic Coach, Parents, 6-8 Students	Newsletter, Parent Portal, Newspaper, Website, ISR, Testing Info Session, Parent Resource Center
Achievement level on all EOC subject tests, particularly science and social studies.		Administration, Teachers, Academic Coach, Parents, 9-12 Students	
Lexile level of students, particularly in grades 8 (1050L) and 11 (1275L).	SRI, Milestone Scores, CCRPI	Administration, Teachers, Media Specialist, Academic Coach, Parents, 6-12 Students	Newsletter, Parent Portal, Newspaper, Website, ISR, Testing Info Session, Parent Resource Center, Goal Setting/Progress Monitoring Letter
Percent of proficient and distinguished learners on all GA Milestone Assessments.	Milestone Scores, CCRPI, Benchmark Scores and Progress Monitoring	Administration, Teachers, Academic Coach, Parents, 6-12 Students	Newsletter, Parent Portal, Newspaper, Website, ISR, Testing Info Session, Parent Resource Center, Goal Setting/Progress Monitoring Letter
Student growth particularly in science and social studies in grades 6-8.	Milestone Scores, CCRPI	Administration, Teachers, Academic Coach, Parents, 6-8 Students	Newsletter, Parent Portal, Newspaper, Website, ISR, Testing Info Session, Parent Resource Center, Goal Setting/Progress Monitoring Letter
Student growth particularly in ELA and science in grades 9-12.		Administration, Teachers, Academic Coach, Parents, 9-12 Students	
Bottom quartile in social studies in grades 6-8.	Milestone Scores, CCRPI	Administration, Academic Coach, Social Studies 6-8 Team, Parents, 6-8 Students	Newsletter, Parent Portal, Newspaper, Website, ISR, Testing Info Session, Parent Resource Center, Goal Setting/Progress Monitoring Letter, RTI Data and Meetings
Bottom quartile in ELA, science and social studies in grades 9-12.		Administration, Teachers, Academic Coach, Parents, 9-12 Students	
Teacher support, modeling and mentoring	TKES Climate Survey, AdvancED Staff Survey, Needs Assessment Survey	Administration, Teachers, Academic Coach	PLC, Faculty Meetings, Leadership Team Meetings, Conferences, New Teacher Program, Professional Learning
Differentiated Instruction	Needs Assessment Survey, TAPS Ratings	Administration, Teachers, Academic Coach	PLC, Professional Learning
Use of Data	Needs Assessment Survey, TAPS Ratings	Administration, Teachers, Academic Coach	PLC, Professional Learning, Data Talks

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

(SWP 2, 7, 9, 10)

By the end of FY18, MCMHS will increase the percentage of proficient and distinguished learners in EOG Mathematics by at least 5% (28.7% to 33.7% or higher) and EOC Mathematics by at least 5% (19.7% to 24.7% or higher).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>	<p>All Students Teachers Administration</p>	<p>Make clear what is meant by high expectations for all students and teachers.</p> <ul style="list-style-type: none"> • Maintain a sense of urgency by leading faculty in the use of relevant data with mathematics • Use universal screeners and benchmark data to revise and inform instruction <p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> • Collaborative planning that uses structured protocols and produces effective lesson plans • Delivery of Georgia Standards of Excellence (GSE) • Utilization of assessment data to ensure teaching and learning aligns to the GSE. • Utilize the data notebooks and data talks to implement and monitor interventions <p>Group students not meeting standards according to assessment results and assign them to instruction that occurs before, during and after school.</p> <ul style="list-style-type: none"> • Provide data determined safety nets that will address specific domains and track student growth • Provide professional learning as needed to support programs and strategies utilized for extended learning and safety nets 	<p>Individual Student Progress, Data Forms, Collaborative Planning rubric documentation, meeting and professional learning logs</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of implementation status for actions, strategies, and interventions in the area of mathematics • Clear guidance and implementation of collaborative planning, monitoring and supporting teacher engagement in the process <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Understanding of the results of data findings and changes needed to impact student learning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Participation in group tasks and number talks/writes to justify and explain their answers as a method to develop math fluency and problem solving skills <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Participation in math homework, projects and nightly studying 	<p>Weekly Collaborative Planning observations by School Leaders providing specific feedback to teachers</p> <p>Monthly data reports to Leadership Team concerning student progress in mathematics, noting especially those students in the lowest quartile</p> <p>On-going professional learning for teachers in the implementation of the mathematics content, the teaching and assessing of mathematics</p>	<p>Purchasing of test question banks online for common assessments and progress monitoring</p> <p>PL around using data, incorporating reading and writing in the math classroom</p>

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

(SWP 2, 7, 9, 10)

By the end of FY18, MCHMHS will increase the percentage of “on grade level readers” by at least 5% in grades 6-8 (71% to 76% or higher).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>	All Students Teachers Administration	<p>Make clear what is meant by high expectations for all students and teachers.</p> <ul style="list-style-type: none"> Maintain a sense of urgency by leading faculty in the use of relevant data with reading instruction and Lexile Use universal screeners and benchmark data to revise and inform instruction <p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> Collaborative planning that uses structured protocols and produces effective lesson plans Delivery of Georgia Standards of Excellence Utilization of Reading Counts and SRI Utilization of assessment data to ensure teaching and learning aligns to the GSE. Utilize the data notebooks and data talks to implement and monitor interventions <p>Group students not meeting standards according to assessment results and assign them to instruction that occurs before, during and after school.</p> <ul style="list-style-type: none"> Provide data determined safety nets that will address specific domains and track student growth Provide professional learning as needed to support programs and strategies utilized for extended learning and safety nets 	<p>Individual Student Progress,</p> <p>Data Forms,</p> <p>Collaborative Planning documentation, meeting and professional learning logs</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Knowledge of implementation status for actions, strategies, and interventions in the area of reading Clear guidance and implementation of collaborative planning, monitoring and supporting teacher engagement in the process <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Understanding of the results of data findings and changes needed to impact student learning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Participation in independent reading as a method to develop reading fluency and comprehension <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> Participation in ELA homework, projects and nightly reading 	<p>Weekly Collaborative Planning observations by School Leaders providing specific feedback to teachers</p> <p>Monthly data reports to Leadership Team concerning student progress in reading, noting especially those students in the lowest quartile</p> <p>On-going professional learning for teachers in the implementation of the reading content, the teaching and assessing of reading and use of Reading Counts</p>	<p>Purchasing of test question banks online for common assessments</p> <p>Purchasing of Scholastic SRI and Reading Counts as well as Star Reader to serve as universal screener and progress monitoring</p> <p>PL around using data, and increasing a student’s reading Lexile</p>

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Participating in CRMC	2017-2018	Regional Grant, Title IIA Professional Learning for mileage and meals	Price, Kagika, Trey Reeves, Welch, Howard	Academic Coach will visit classrooms to evaluate implementation of professional learning.	Milestone Scores, Progress Monitoring
Teacher Mentoring and Modeling	2017-2018		Kagika, Trey Reeves, Jordan-Neal, McAllister	Administration will visit classrooms frequently to evaluate implementation of modeling and mentoring.	Milestone Scores, Progress Monitoring
Lexile Workshop	2017-2018	Title IIA Professional Learning Stipend	ELA teachers, administration, academic coach, media specialist	Media Specialist will monitor circulation report as well as Lexile growth reports.	SRI growth report Reading Counts progress Milestone Scores Progress Monitoring

Professionally Qualified Staff

(SWP 3, 5)

All courses are taught by professionally qualified staff. **YES** (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.

The teacher attrition rate at MCMHS is very low; however, we strive annually to recruit highly qualified teachers. Hiring practices/needs are identified as key elements to closing the achievement gap between low-income and minority students and other students. MCMHS actively seeks minority recruitment by attending university and community job fairs. Job vacancies are also posted on the TeachGeorgia website as well as on Marion County's website www.marion.k12.ga.us to make information available to potential employees.

Factors that attract and contribute to the retention of professionally qualified teachers at MCMHS are excellent facilities, a safe learning and working environment, supportive administrators and colleagues, state-of-the-art technology, and low class sizes with adequate textbooks and other instructional materials. The climate of the school is positive and well disciplined. Newly hired teachers are provided with mentor teachers and considerable orientation activities to acclimate them to their position.

Resources:

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

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

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

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

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

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