



School Improvement Plan 2019 - 2020



Meriwether County Manchester Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Meriwether County
School Name	Manchester Middle School
Team Lead	Wes Wilson

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) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Consistent, continual collaborative workshops to ensure there is an increase in the ability of teachers to know, deconstruct, and use the standards and student assessment data to develop effective lesson plans. We want to improve in Coherent Instructional Systems, Professional Capacity, and Supportive Learning Environment.
Root Cause # 1	-The inconsistency of the process in which the stakeholders meet and collaborate to review data and discuss strategies for school improvement.
Root Cause # 2	Lack of research-based instructional practices.
Root Cause # 3	-Not holding students accountable.
Root Cause # 4	Not creating an environment that is challenging and supportive to learning.
Root Cause # 5	-Lack of rigor and differentiation.
Root Cause # 6	-Teacher turnover.
Goal	MMS will improve the instructional environment and increase overall student achievement on all GMAS by 3% for the 2019-2020 school year.

Action Step # 1

Action Step	Purchase of electronic software, digital instructional programs (ex: OdysseyWare, Study Island, IXL, USA Test Prep, Nearpod, STAR 360, ACCELERATED READER, etc.), and additional technology, specifically Chromebooks and WiFi Access Points, in order to increase student engagement in the classroom, assist students in addressing and bridging their academic gaps, and helping students and teachers with test preparation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	-Teacher observations -Walkthrough data -TKES Evaluations -Lesson Plans will be monitored

Action Step # 1

Method for Monitoring Implementation and Effectiveness	and feedback will be provided. -Data meetings for analyzing growth. -student assessment data
Position/Role Responsible	Teachers, Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 2

Action Step	STAR 360 will be used to develop district benchmarks/ formative assessments in math and ELA, including writing.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	STAR Data Teacher Assessment
Position/Role Responsible	Teachers, Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 3

Action Step	MMS will begin an after school program in January that will target beginning and developing learners in math, reading, science, and social studies. Formative assessment data and STAR data will be used to identify these students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Assessment Data talks STAR assessment
Position/Role Responsible	Teachers, Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 4

Action Step	Strengthen established collaborative planning processes by: <ul style="list-style-type: none"> •Having an administrator and the instructional coach actively participate in all collaborative planning. •Assess the collaborative planning processes using the GaDOE Collaborative Planning Audit tool to create data-driven next steps to improve the processes. •Revise the collaborative planning processes based on the results of the audit to clearly define the purpose and expectations. •Create a written process that outlines the purpose, expectations, and evidence/artifacts that support the process as well as a process for feedback and monitoring.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data talks Walkthroughs Lesson Plans being monitored
Position/Role Responsible	Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 5

Action Step # 5

Action Step	Purchase STEM/STEAM software, programs, and/or equipment as needed in order to support, build, and grow our Middle School CTAE / Connections program and develop STEM projects in the classrooms.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data Meetings observation Student assessment
Position/Role Responsible	Teachers, Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA, Local Businesses
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Action Step # 6

Action Step	Pearson Curriculum Products will be consistently used as a supplemental resource in ELA and MATH: These resources are aligned to the Georgia Milestones and contain resources that will better prepare students for the End of Grade Assessment.
Funding Sources	Title I, Part A

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Data Data talks Teacher Assessment Collaborative meetings
Position/Role Responsible	Teachers, Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA,
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Continue and support the PBIS foundation to create a well-managed classroom learning environment to promote a trusting and respectful atmosphere. We want to improve in Coherent Instructional Systems, Professional Capacity, and Supportive Learning Environment.
Root Cause # 1	Teachers lack effective classroom management skills, as well as the ability to address inappropriate disruptive student behavior.
Root Cause # 2	Inexperience of teachers
Root Cause # 3	Teacher turnover
Root Cause # 4	Effective Leadership team
Root Cause # 5	Lack of support from leadership/admin.
Root Cause # 6	No school focus on rules, processes, and consistency
Goal	By the end of the school year 2019 - 2020, students will increase behaviors that promote learning and respectful interactions as evidenced by a 10% reduction in student behavioral referrals.

Action Step # 1

Action Step	Effectively implement year 3 of PBIS
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data in Infinite campus Data in SWIS
Position/Role Responsible	Administration, teachers, and staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 2

Action Step	Purchase of PBIS awards/supplies for positive behavior recognition
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data in Infinite campus Data in SWIS
Position/Role Responsible	Teachers, Instructional coach, Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	RESA, GLISI, GaDOE, GOSA
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 3

Action Step	Provide professional development on Tier 2 and 3 behavior interventions to all faculty and staff.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS Data Infinite Campus
Position/Role Responsible	Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 4

Action Step	Provide professional learning on student engagement and motivation to staff to increase on task behavior of students which will decrease behavior issues.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data meetings Collaborative meetings Observations Walk Throughs
Position/Role Responsible	Assistant Principal, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 5

Action Step	Monitor student discipline referrals (students with referrals and teacher making referrals) in order to determine students in need of behavior interventions and teachers in need of behavior/classroom management strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Infinite Campus Data SWIS Data
Position/Role Responsible	Assitant Principal, Principal, teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	We want to improve in supporting, our teachers and students with Effective Leadership. We will improve in Coherent Instructional System, Professional Capacity, and Supportive Learning Environment.
Root Cause # 1	Lack of shared decision making
Root Cause # 2	BST focused more on day to day operation instead of student learning
Root Cause # 3	Lack of consistency of ongoing support for teachers
Root Cause # 4	Lack of consistency in sharing a common vision that defines school culture
Goal	MMS will implement strategies to improve teacher morale to increase teacher retention by 75% in the 2019-2020 school year.

Action Step # 1

Action Step	Provide opportunities to recognize and develop Teacher Leaders
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher survey observation
Position/Role Responsible	Principal, Assistant Principal. Instructional coach, and teachers and staff

Action Step # 1

Timeline for Implementation	Weekly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 2

Action Step	Utilize the Induction/Mentoring program for new teachers and struggling teachers in order to effectively support and provide guidance that will enhance their teaching performance, provide them with resources, promote professional growth and enhance student achievement.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Collaborative meetings observations
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 3

Action Step	Provide opportunities for teachers to obtain additional certifications that will help enable them to become professionally qualified and/or "in field" in their teacher assignment areas.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher survey observations collaborative meetings
Position/Role Responsible	Teachers, Assistant Principal, Principal, Instructional coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 4

Action Step	Use a "perception survey" for teachers/support staff to gauge job satisfaction and identify areas for improvement to increase retention in our school.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher survey Observations Collaborative meetings
Position/Role Responsible	Principal, Assistant Principal, Instructional coach, teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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Action Step # 5

Action Step	Administrative team will monitor and provide consistent feedback to teachers on effective teaching practices, professional learning needed, assessments, instruction, and rigor.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Walkthroughs observation Teacher Data TKES
Position/Role Responsible	Principal, Assistant Principal, Instructional coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLISI, GaDOE, GOSA
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 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 accomplished.</p>	<ul style="list-style-type: none"> The School Improvement Leadership team met to review and discuss data to develop goals based on the strengths and needs of the school.
<p>2 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.</p>	<p>MMS will attempt to recruit, interview and hire highly qualified teachers. Once hired, teachers will be supported through the use of the System Induction Process.</p>
<p>3 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).</p>	<p>All teachers will receive training followed by regular Collaborative Workshops on the effective delivery of standards-based instruction. Teachers will use data to plan lessons in collaborative planning workshops. All teachers will be observed routinely and will be provided with feedback. Students identified as "at risk" are monitored by the Tier 2 Team to determine if progress is being made.</p>
<p>4 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.</p>	<p>All teachers will receive training followed by regular Collaborative Workshops on the effective delivery of standards-based instruction. Teachers will use data to plan lessons in collaborative planning workshops. All teachers will be observed routinely and will be provided with feedback. Students identified as "at risk" are monitored by the Tier 2 Team to determine if progress is being made.</p>

5 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.

MMS works with GEWES and MVES to aid in the successful transition of 5th Grade students to Middle School. The Elementary School Counselors work closely with the Middle School Counselors to ensure a successful transition.

6 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.

The counselor at MMS works closely with the counselor at MHS to ensure that the middle school students have a successful transition to high school. The middle school and the high school have been working to increase the opportunities for 8th grade students to earn high school credits. The 8th grades students had the opportunity to choose between 3 high school credits during the 2017 - 2018 School Year. This is increase from the 2 credits last year.

7 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.

MMS will continue to monitor the implementation of the PBIS framework. We will increase our focus on recognizing particular students and particular grades for accomplishments.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan